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ABSTRACT

This report comes from a regional seminar on Improving the Links between School, Home and Community in the Asia-Pacific Region in June 1996. Twenty-four participants from Australia, China, Indonesia, Japan, Malaysia, New Zealand, Philippines, Republic of Korea, and Thailand took part in the meeting. Country reports comprised the first two days of the seminar with plenary and group sessions included to discuss common problems, issues, and trends. Current initiatives in linking the home, school, and community were presented by country representatives with an agenda set for increasing those links. Chapters include: (1) "Introduction"; (2) "Synthesis of Country Experiences"; (3) "Possible Strategies for Improving Links between Home, School, and Community"; and (4) "Conclusion and Recommendations." Appendix 1 provides a list of participants; appendix 2 contains a list of group members; and appendix 3 has the finalized country reports. (EH)

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Partnerships in Education

Home, School and Community Links in the Asia-Pacific Region

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National Institute for Educational Research (NIER)
1996

NIER/UNESCO-APEID

Partnerships in Education

Home, School and Community Links in the Asia-Pacific Region

Report of a Regional Seminar

[17 - 28 June 1996]

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1. Introduction

Background

As countries in the Asia-Pacific region rapidly approach what has been called the "Dawn of the Pacific Century", many of them are undertaking a critical reassessment of their education and schooling systems. The reason is that education systems do not exist in isolation but function to serve the changing needs and evolving priorities of the societies in which they are located, and also of the individuals and groups living in those societies. As these needs and priorities change so it is necessary to make adjustments to the education systems of the countries concerned.

In both developed and developing countries in the Asia-Pacific region governments and others with an interest in education are exploring innovative solutions to key concerns such as: most effective ways to expand access to education and schooling; strategies for improving equity; and, approaches to improving the quality of education outputs while at the same time maintaining the quantitative expansion of the education system to cope with an increasing demand for education services.

Given the relatively high cost of providing education services within the formal school system, governments are seeking ways to improve both the internal efficiency of education systems to ensure that limited resources are put to the best use, and external efficiencies to ensure that the content and processes of the education system best satisfy economic and social requirements.

Education authorities are also exploring the possibility of expanding non-formal education, since this has the potential to be a particularly cost-effective modality for achieving "education for all". In this regard, matters under consideration include the relative importance of, and the interrelationship between, non-formal and formal delivery systems with particular reference to exploring innovative ways of most effectively operationalising the concept of lifelong learning.

Special attention is being given to re-engineering the relationships between schools and the communities they seek to serve. At the macro level this involves an examination of the interrelationship between school systems and the overall society, political systems and the economy in which they are located, while at the micro level there is a re-examination of the interface between a particular school and the local community in which it is located.

A key question under consideration is: what role should the local community play in influencing such matters as the content of the curriculum, the teaching and learning materials adapted, and those who are employed as teachers?

There is some difference of opinion as to how all - embracing the definition of community should be: should it, for instance, include a wide range of personnel, such as business leaders, civic leaders, parents and religious groups, or just parents and students. Another matter being explored is a consideration of what can be done to improve the linkages and interaction between schools and communities, and how to encourage greater collaboration among and participation by a broad range of personnel in the improvement of education.

Further key matters for consideration include:

- What mechanisms and procedures can be put in place to strengthen school and community partnerships; what conditions are required at the school and community level for such mechanisms to flourish; and, what actions can be taken by agencies and others to promote such conditions and implement the selected mechanisms?
- What can be done to encourage greater "openness" of schools, education systems and bureaucracies to: the participation of parents, communities and other local personnel; new ideas and new ways of doing things; the adoption of more non-formal approaches to education; and, to innovation, reform and change and to the flexibility and adaptability such change requires?

With regard to all of these matters, the involvement of "partners in education" is increasingly being accepted as a characteristic of "good" education.

In order to provide an opportunity to review the role of both formal and non-formal educational systems, and to identify innovative approach to improving the links between schools and community, the National Institute for Educational Research (NIER) of Japan organised a Regional Seminar on Improving the Links between School, Home and Community in the Asia-Pacific Region from 17 to 28 June 1996 in collaboration with the UNESCO Principal Regional Office for Asia and the Pacific (PROAP) within the framework of the Asia and the Pacific Programme of Educational Innovation for Development (APEID).

Objectives of the Seminar

The main objectives of the Seminar were as follows:

1) To provide participating countries with the opportunity to report on actions being undertaken in their country to promote improved linkages and interaction between home, school and community;
2) To review the roles and functions of school education and other learning opportunities available in the community through non-formal means in countries in the Asia-Pacific region;
3) To exchange views and share experiences with respect to ways of ensuring the most effective utilisation of learning facilities outside the formal school system;

4) To identify problems, issues and trends with regard to the actual (and potential) linkages between school, home and community;

5) To explore the possibility, ways and means of establishing an effective regional and/or sub-regional network to exchange information and country experience regarding ways of improving links between school, home and community; and

6) To propose effective strategies for promoting improved linkages and co-operative programmes between school, home and community.

Participation

Twenty four participants from the following countries in Asia and the Pacific took part in the Seminar: Australia, China, Indonesia, Japan, Malaysia, New Zealand, Philippines, Republic of Korea, Thailand. UNESCO Principal Regional Office for Asia and the Pacific (PROAP) was represented by Mrs. Hiroko Kishigami, Specialist in Educational Buildings, Planning and Design.

A list of participants and the secretariat members of NIER is provided in Appendix 1.

Inauguration

The Seminar started with an opening address by Mr. Yukihiko Hishimura, Director-General of NIER, followed by a welcome address by Mr. Shin'ichiro Horie, Executive Secretary of the Japanese National Commission for UNESCO; Ministry of Education, Science, Sports and Culture (Monbusho) of Japan. Mrs. Hiroko Kishigami, Specialist of the UNESCO Principal Regional Office for Asia and the Pacific (PROAP) also delivered a welcoming speech on behalf of the Director of PROAP.

Officers of the Seminar

The participants unanimously elected the following persons as officers of the Seminar:

Chairperson:	Dr. Gutierrez A. Mangansakan (Philippines)
Vice-Chairpersons:	Ms. Foo Kim Kiat (Malaysia)
	Mr. Miharu Kajita (Japan)
Rapporteurs:	Mrs. Janet Probert (New Zealand)
	Ms. Ngarewa Hawera (New Zealand)

Dr. Angelita D. Romero (Philippines) served as a member of the drafting committee together with the Rapporteurs.

Organisation of the Seminar

The Seminar conducted its work in plenary sessions as well as in group sessions. After the first two days, devoted to the presentation of country reports, the participants were grouped into two discussion groups for a more thorough and systematic discussion of the following points:

1) need for linking school/home/community
    - roles/functions of school/home/community
    - use of available learning opportunities/facilities, etc.

2) common problems, issues and trends

The Group A discussed 1) and the Group B discussed 2). The two working groups had the following office bearers:

Group A:	Chairperson:	Ms. Foo Kim Kiat (Malaysia)
	Rapporteur:	Ms. Ngarewa Hawera (New Zealand)
Group B:	Chairperson:	Mr. Miharu Kajita (Japan)
	Rapporteur:	Mrs. Janet Probert (New Zealand)

The list of working group members appears in Appendix 2.

After the presentation of country reports, each participating county finalised their reports and those country reports are included in Appendix 3. *[It should be noted that no attempt was made by the secretariat to edit the country reports with respect to content and styles of presentation in order to retain the country flavour of each presentation.]*

Closing Session

The draft final report was presented to the participants of the Seminar on its final day (28 June 1996) and was adopted with minor modifications.

Acknowledgement

Participants of this Seminar are unanimous in conveying their expressions of thanks to the staff of NIER for their outstanding achievement in organising and hosting this Seminar. Their untiring efforts and commitment have contributed greatly to its success.

Participants are grateful to NIER and UNESCO for providing such valuable opportunities for the active participation, international exchange of ideas and experiences relating to the promotion of improving linkages between home, school and community.

2. Synthesis of Country Experiences

Rationale

Children begin to learn from birth. Within their families they acquire language and culture as they interact with adults and other children. Parents are their children's first teachers, introducing them to language and teaching them many things at home and in the community[1]. However, when children commence schooling they are introduced to many new forms of learning. Parents and other community members have an important role to support children in this phase of their learning and education. In fact, it has been shown that when parents are involved in their children's school education, the children are more successful (e.g. Schaefer, 1991).

Schools have a responsibility to contribute to community development and to reflect family and community needs, values, expectations and culture. They are a vital resource in any community and contribute to economic and social development. As such, they also have a responsibility to provide children with opportunities for learning that transcend their families and communities.

Because of the joint responsibility that schools, families and communities have for children's learning there is a need to develop greater shared responsibility for education. As such the need to strengthen linkage between homes, schools and communities is common to all countries. However, the way this will be achieved will vary because each country has different political systems, different structures for administering informal, formal and non-formal education, different cultures, and all are at different stages of economic and educational development. Nevertheless, all countries recognise that the development of a close relationship between schools, families and communities is essential. There are many reasons for attempting to develop closer links between homes, schools and communities, each of which will influence what is done, and how it is achieved. These reasons include:

1. adding to the existing resources of schools in terms of human expertise and instructional materials.
2. supporting parents and families and fostering a closer relationship with them, so they can contribute further to their children's success in school.
3. bringing about changes in school curriculum to reflect community needs and expectations.
4. maintaining local culture, language, social practice, as well as religious and

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[1] The word community can mean different things. In general, it refers to a group of people who share common social and cultural practices and identify with this group. A specific community may or may not be related to a specific location (e.g. a village). People may belong to more than one community.

moral values.

5. promoting economic development, e.g., through implementation of more effective vocational programmes that are linked within the community.
6. strengthening the understanding of parents and teachers of the role parents and families play in their children's learning.

It is important to stress that while schools will often take the initiative in establishing more effective links with the home and community, such initiatives might also come from outside the school. In fact there is a very important role to be played by informal and non-formal[2] education in facilitating partnerships between schools and communities.

In the report that follows an outline is provided of key initiatives that are occurring which attempt to develop increased linkages between home, school and community. The second section of this report is a synthesis of initiatives which are outlined in greater detail in the full country reports appended.

Current Initiatives in Home, School and Community Linkages

The APEID Regional Seminar provided opportunities for the participating countries to share their current initiatives on improving links between home, school and community. Many ideas were shared and in this section of the report an attempt is made to present initiatives in specific categories. These categories are by no means an exhaustive list.

a) Communication between Home, School and Community

Effective communication between home, school and community is vital. This communication can occur between teachers and parents, teachers and community members as well as parents with other parents. There are many ways to share knowledge and information. These include:

- Person to Person Communication

  Two-way communication between parents and teachers assists in providing information to both parties regarding progress, problems or concerns.

- School Personnel

  Teachers are an important link to the parents regarding information on the progress, problems and concerns of their children.

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[2] For the purposes of this report formal education refers to that education undertaken in institutions such as schools and universities. Non-formal education refers to non-award courses or activities conducted through educational institutions which are less vocationally oriented and are usually for adults. Informal education refers to less systematic unfunded activities which reflect individual needs and are more community based.

- Significant Community Leaders

  These community leaders such as village headmen and religious leaders are used as liaison people to provide advice and information to the school as well as seek parental support and involvement.

- Communication between Home, School and Community through a variety of media:

Newsletters, bulletins, posters

School programmes, class activities and general information are regularly communicated to parents through these means.

Newspapers

Often regional newspapers provide information on school events and activities or make an appeal for community involvement.

Telephone

Telephones are used by both parents and school for making inquiries, providing information and for emergencies.

Radio

Radio stations in the national, district and local areas carry broadcasts of school programmes, such as, in Indonesia for the "Open Junior Secondary" programme.

Citizens Band (C.B.)

Where there are no telephone connections between islands such as in Indonesia, C.B. is commonly used to relay information about school to parents, especially in the Riau and Molucas provinces in Indonesia.

Educational Television Programme

These programmes are telecast to provide instruction in specific subjects to complement instruction in schools.

Internet. LAN (Local Area Network)

Schools are connected through Internet or LAN and information on their activities are posted on the electronic media.

Progress Reports

Schools regularly provide written reports and feedback on children's progress and development.

b) Parents Contributing to School Programmes

Parents have a vital contribution to make to school activities as helpers, advisers and experts in many forms. The degree of openness of schools to parental involvement and the nature of parents' voluntary contributions vary from country to country. While most parents have limited time they can be involved in many ways.

Some examples of these are:

- classroom based reading programs which often allow parents to come into the classrooms and listen to individual students as they read.
- story telling activities which go hand in hand with the teaching of craft or handiwork.
- parents visiting schools to help in the marking/correcting of exercises and tests as is done in Korea
- parents helping by creating teaching resources.
- parents helping with sporting and cultural activities.
- parents invited to participate in activities for cultural days, national days, Fathers' days, Mothers' days and religious ceremonies.
- parents helping to prepare lunches in schools.
- parents observing in Open Lessons where they learn how to support their children.
- parents attending open days and book fairs to see exhibits of students' work or projects.
- parents and teachers sharing information on the children's progress and on curriculum matters.
- parents celebrating children's birthdays, festivals and other social events.

c) Programmes for Parents

Programmes for parents can refer to activities on parental involvement in school work . They are usually initiated by the school in recognition of the important role parents play in the education of their children.

Programmes may state the objectives and mechanisms for implementation (for example, time frame, personnel involved, materials, budget, activities, evaluation procedure, etc.)

Programmes vary depending on factors such as:

- Nature of parental involvement.
- Target groups. In some programmes for example, adult literacy, parents are the direct beneficiaries. In other programmes, parents are involved in directly helping the children, for example, parents as teacher aides, etc.
- Parents' level of involvement. This will vary depending on the availability of parents, their educational attainment, their attitude, etc.
- Mode of involvement. Involvement may require physical presence of parents. In other cases, it may be via correspondence.

Examples of programmes for parents are:

- Family literacy programmes
- Parenting Skills. These programmes aim to help adults improve their parenting skills.
- Nutrition and Health programmes. These focus on topics concerned with health education.
- Adult Literacy Programmes. Some schools using their own school facilities and teachers offer adult literacy classes in the evenings or weekends for parents and other adults.
- Support Groups. Schools which are highly sensitive to the needs of parents in the community sometimes plan programmes to assist these parents to help their children, and support each other.

d) School/Community Committees

In all countries there are examples of schools involving community members in varied committees, boards or advisory groups. Although the functions of committees are different from country to country, these can be divided into two kinds: governance and advisory. These two functions may occur together.

In countries where the function of the committee is decision-making, the establishment of such committees is compulsory. In other countries, where the functions are mainly advisory, the establishment of these committees is voluntary.

The membership of school committees, e.g. PTA, generally include parents, teachers, administrators and community leaders.

The involvement of community members in these committees varies from more than 50 % in some countries to minimal involvement in others. Students may also be represented in secondary school councils in some instances.

The scope of the functions of such groups varies but may include one or more of the following:

- Governance / Management
  - Decision-making on school policies
  - Management of school activities
- Advising / Supporting
  - Providing advice to school staff
  - Supporting the work of the school
  - Fund raising
  - Co-ordinating the use of community resources
  - Providing a channel for the views of community members and leaders to be raised with the school.

f) Community Resources to Schools

Many countries have recognised the value of bringing community resources into the school area to help enrich or enhance children's learning. These resources may be either human or physical.

Parents are valuable human resources who have much expertise in a variety of areas, irrespective of their level of formal education. All expertise should be utilised. Schools need to take advantage of skills in the wider community. Examples of such expertise utilised by schools include the following:

- storytelling, where community members share stories with children.
- community members who help children with agricultural activities such as raising chickens.
- volunteers who are retired may help teach reading, calligraphy, painting and other such skills.
- parents and community members who help children learn craft work and dance.
- skilled people who help children learn about community services (e.g. police, doctors, agricultural workers).

A wide variety of physical resources from the community have also proved very useful in many schools. Such examples include:

- television and computers used to aid learning.

- sporting equipment donated by community.
- literature i.e. books donated to school libraries; brochures from airlines, travel agencies and embassies
- transport services from local bus companies and the army.
- financial donations to help purchase instructional materials.

g) Schools using Community Facilities

Community facilities are very important resources. Many countries have seen the value of using such community facilities, both public and private, to support students. Experiences of using such facilities in the different participating countries are shown in the examples below:

- Taking children to museums, science halls and libraries to observe, read and conduct some science experiments. All countries are actively using these facilities.
- Making use of sports facilities for physical education classes, e.g. swimming pools, community tennis courts.
- Taking students to hospitals, charitable institutions, homes for the aged, and orphanages to enable them to get some special experiences, such as helping others.
- Making use of teenagers clubs that house reading rooms, recreation rooms and arts rooms.
- Making use of facilities for camping, field training and other outdoor activities.
- Taking students to forest reserves that will help them to research and know more about forests and wild life.
- Making use of private tutoring schools. These are schools owned by private individuals that offer special instruction in music, arts and for enriching the regular curriculum. Instruction is not free. Children of parents willing to pay for this kind of instruction attend these schools.
- Making use of field stations. Some field stations are, for example, used in relation to marine laboratories. This experience may be available to students of all ages, to familiarise them with marine environments and organisms.
- Making use of first hand or direct experiences in instruction related to farming, fishing, etc.

h) Use of School Facilities and Human Resources by the Community

Schools have rich resources for the community both in terms of facilities and human resources.

When members of the community utilise these school resources, they become increasingly aware of the importance of school and their responsibility towards it. Thus, the relationship between the school and the community is enhanced.

In some countries, school assembly halls, laboratories, and physical education and sports facilities are open to the community after school or during holidays.

Schools may be used as polling booths, and gymnasiums as evacuation points in the event of natural disasters.

Teachers and students also serve the community as volunteers. Often teachers are invited as lecturers for adult education or other non-formal education programmes. They may also be involved in the census of the community, while students may be helpers at community functions and celebrations.

i) School using Community as a Learning Resource

Communities provide many resources to enhance the study of local history, culture, and the environment. In using these resources, different teaching strategies may be employed. Examples of these are:

- providing hands-on experiences outside school

  e.g. nature observation and practicum in the work place.
- observing community resources

  Students observe local resources: environmental resources, local wiseman, or a mat maker.
- social awareness programmes

  Some schools may take groups of students to slums or rural areas, where they can directly experience the poverty and way of life that may be different from their own. This may lead to reflection and an awareness of social issues.

Problems

Participants of the Seminar identified problems that limit the development of linkages between home, school and the community. These problems include:

- insufficient recognition by parents, teachers, other educational personnel and governments, of the parental role in the learning of children, thus hindering a shared understanding of common goals. Traditionally, schools have been considered the only site for meaningful learning with little recognition given to the value of learning at home, school and in the community. A closer partnership between parents, teachers and community is needed.

- inadequate understanding of life-long learning. This concept of learning, beginning at birth and extending throughout life, needs further recognition.
- the tendency to undervalue cultural diversity.
- limited content in pre-service and in-service teacher education programmes devoted to the importance of families and communities in school learning.
- insufficient recognition of non-formal learning and its value as an integral part of education. Schools have long been considered the venue for formal learning and any non-formal learning has been undervalued and without due recognition. There is a need to allow for integration of the two forms of learning.
- lack of appropriate balance between centralised educational administration and autonomy at all levels.
- inadequate monitoring and evaluation of home, school and community linkages. This is vital and the basis of future planning.
- insufficient funding for necessary resources both human and physical e.g. unavailability of qualified staff, resources to facilitate the use of available technologies (software, hardware) in establishing linkages between home, school and community.
- insufficient resources directed to parent support and education, i.e. literature, courses and general information. If parents are to be in a partnership with communities and schools, they need to be active participants and directly involved in decision making and implementation. They need opportunities to contribute, receive services and share responsibility, thus ensuring mutual accountability with professionals.

3. Possible Strategies for Improving Links between Home, School and Community

While participating countries realise that every country has its own ideas and mechanisms for improving links between home, school and community, a number of possible strategies have been suggested. They are to:

- develop and implement information and educational programmes for parents, teachers and community members regarding the role that home, school and community play in life-long learning. It is envisaged that these programmes will assist in empowering parents to develop partnership with schools.
- make available the provision and exchange of information at local, regional and national level, using all forms of media. Schools and other educational institutions need to be encouraged to use a variety of means for this purpose e.g. forums, personal contact, dialogue, written information.
- formulate educational policies and administrative programmes to reflect the nature of the partnership desired between parents, teachers, homes, schools and communities.
- encourage and actively pursue the collection, processing and analysis of appropriate research data. Research findings to date should also be recognised and utilised.
- develop and implement programmes for pre-service and in-service teacher training which reflect the importance of acquiring skills in developing links between home, school and community.
- provide incentives which recognise and affirm the vital work of teachers, e.g. teacher housing, promotions, positions of responsibility, career structures, increased salary and scholarships, to encourage people to train and work in areas where they are required.
- ensure that there is recognition of cultural diversity at decision making levels.
- make available school and other educational facilities and resources to promote opportunities for an understanding of life-long learning.
- make available home and community resources to schools, e.g. libraries, museums and shops.
- provide adequate funding for resources required to implement strategies for improving links between home, school and community.
- encourage the international exchange of information regarding research on home, school and community links.

4. Conclusion and Recommendations

Conclusion

Linkage between home, school and community is generally considered to be an effective means of providing the learner with a holistic education. The country reports were explicit in the presentation of efforts and initiatives regarding existing linkages.

The formal discussion on current initiatives in each country revealed a pattern common to all participating countries. There were, however, some initiatives that were country-specific. These were present in both formal and non-formal education systems and usually school-initiated.

The role of the family, parents in particular, was central in the discussion. All countries supported the right of every child to education as expressed in the Universal Declaration of Human Rights and the importance of the influence of parents and the home on children's learning. The discussion resulted in a heightened awareness of the need for partnership between schools, families and communities in educating the learner.

It was the consensus of the participating countries that parent involvement in their children's learning is a critical factor in finding solutions to problems which schools and other educational institutions are not able to solve without the assistance of the rest of the community. If parents hold a key to educational success or failure, it makes sense to use that key. This justifies the existing linkages with parents and makes it more compelling to sustain and strengthen such linkages.

Linkage with parents is also commonly termed as parent involvement, which may involve different forms of participation. The focus may be on direct assistance to children's learning, supporting school activities or the governance and management of schools.

The idea of partnership between schools and parents can be extended to other educational institutions and to the community in general thereby including non-formal education where target learners may be out-of-school youth, parents and other adults. In the development of life-long learning skills, there exists no better venue than the community itself with all its resources, both human and physical.

The establishing or maintenance of linkages is not without problems. Participants were quick to point out or identify factors limiting linkage. Common patterns again became evident, this time, relating to problems. These problems, though common to all, varied in degree and scope. In some countries, specific problems are related to government systems, economic development, socio-cultural context and geographical distribution.

Discussion then followed on strategies required to address the problems. From these strategies, recommendations were made.

Recommendations

The participants strongly recommended the following:

- Governments support publicly the importance of strengthening the home, school and community links.
- Governments provide sufficient financial resources to promote programmes for stronger home, school and community links.
- Governments give priority to Family Literacy Programmes due to the centrality of literacy as a tool in implementing initiatives for partnership between home, school and community and other such activities.
- Where appropriate, country legislation include the promotion of home, school and community links and the provision of adequate financial resources.
- NIER-UNESCO conducts on-going seminars involving parents, community leaders and educators as participants.
- International exchange of programmes and research findings of all aspects of home, school and community linkage be encouraged, published and disseminated widely.
- Pilot projects be conducted on models of linkages of home, school and community.
- Staff development programmes train needed personnel who are highly qualified, motivated and committed be developed and implemented.
- Programmes and projects which inform parents and teachers of the value of parent participation in children's learning be developed and implemented.
- Programmes to make schools more open and encouraging of parent participation be developed and implemented.

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Appendix 3: Country Report

Australia

Introduction and background information

In this paper we will provide a very brief overview of the Australian education system and then concentrate on some of the key initiatives that are occurring in Australia in the strengthening of home, school and community links.

Australia has a well developed education system, with well resourced public and private systems. The following are key details concerning our education system:

- There are ten years of compulsory school education.
- Six years of Primary Education.
- Four compulsory Secondary Education years, and 2 optional senior high school years.
- However, attendance for the final two years of secondary education is now almost universal, with some 80% of the schooling population continuing to Year 12.
- Government Schools in Australia are mostly comprehensive, and most co-educational.
- Government Schools enrol 71% of Australia's 3.1 million students.
- The other 29% attend non Government schools. The majority of these (22%) attend Catholic Schools.
- The remaining 7% attend independent schools of which many have a religious or other particular ethos.
- Non Government school education is partially funded by State and Commonwealth Governments. Government schools are fully funded by Governments.
- Because of the greatly increased number of students in the last two years of secondary schooling, vocationally oriented courses have been added to the curriculum.
- Current national initiatives in schooling include the proposed inclusion in curriculum of civics and citizenship education, an emphasis on gender equity in schooling, pilot projects on the inclusion in curriculum of 8 work related Key Competencies and ways in which these might be assessed and reported, and an emphasis on improved literacy outcomes especially the early years.

A researcher's perspective on home school links

It is a truism to say that the relationship between home and school is important, and yet much has still to be learned about the influence that the home has on school learning. We know that parent involvement in children's education is an important element in effective schooling (Epstein, 1983; Delgado-Gaitan, 1991), something reflected in findings of high positive correlations between parent knowledge, beliefs, and interactive styles, with children's school achievement (see Schaefer, 1991 for a detailed review). Differences in family backgrounds appear to account for a large share of variance in student achievement. However, while we know that a relationship exists, attempts to explain this relationship, and school responses to this knowledge have varied widely. In this part of our paper I want to explore the importance of the relationship between home and school using initiatives in family literacy[1] as a focus.

A recent national evaluation of home-school initiatives in literacy education (Cairney, Ruge, Buchanan, Lowe & Munsie, 1995) has provided evidence that explanations for this identified relationship, and responses to it, have varied along a continuum between two extreme positions. At one end we have what can be called Deficit Driven explanations. These are based on the assumption that there are families who lack the specific skills to enable them to create an environment of support that will enable their children to succeed at school. At the other end of the continuum are what could be termed Educational Inadequacy explanations, which suggest that such problems simply represent a failure of schools to develop student strengths and abilities. This in a sense is another form of deficit view, except this time it is seen as the school's fault rather than the parents.

Neither of these explanations is very helpful because both assume (simplistically) that social practices such as literacy are skills to be mastered that are dependent on the possession of the right mix of abilities, and access to 'appropriate' teaching practices. What these perspectives ignore is what Connell (1995, p.5) describes as the "link between distribution and content (of curriculum)". That is, there are differences between people based on class, race and even culture, and such differences are associated with different relationships with the curriculum in schools. Specifically, Connell claims that there is an in-built class history within school curricula which privileges the "ruling-class" over the "working-class".

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[1] Family Literacy is one of the 'new' literacies that have been the focus of discussion, writing and research in the past decade. As a descriptive label it has emerged from a number of related, and at times overlapping terms including Parent Literacy, Parent Involvement, Intergenerational Literacy, and Community Literacy. Some have used the term Family Literacy to describe the rich literacy practices that pervade home and community. However, more generally the term has been applied to school and community based programs that attempt to support parents as they help their children with school literacy practices. While the use of the term in this way does not recognise the diversity of literacy practices in home and community it is the common usage and hence will be applied in this paper.

It also appears that just as explanations of the correlation between home factors and school achievement programs are often based on notions of deficit, so too are some attempts to develop program and curriculum responses. Some schools are seen as having the right curricula for students of this 'background'. Some children are seen as having received 'good' or 'appropriate' preparation for schooling, while others are seen as having received 'poor' or 'inappropriate' preparation. Such views fail to recognise that much of the variability of student achievement in school reflects discrepancies that exist between school resources and instructional methods, and the cultural practices of the home, not deficiencies (Au & Kawaka, 1984; Bourdieu, 1977, Cazden, 1988; Heath, 1983; Moll, 1988).

Scribner and Cole's (1981) work has showed that what matters is not literacy as an isolated skill, but the social practices into which people are enculturated (or apprenticed) as a member of a specific social group. Not surprisingly, one gets better at specific social practices as one practices them. It would seem that those children who enter school, already having been partially apprenticed into the social practices of schooling (of which literacy is a part), invariably perform better at the practices of schooling right from the start. Schools need to recognise and value the language and culture of communities and seek to acknowledge and respond to their richness and diversity by modifying school curricula and classroom practices.

But there is obviously a fine line between acknowledging a community's diversity and seeking to conform it to school expectations of what it is to be literate. The initiators of any family literacy program immediately put themselves in a position of unequal power and hence begin to shape the agenda (no doubt unwittingly) to reflect their personal agendas. Since schools have typically been responsible for initiating most family and intergenerational programs, it is not surprising that many of these have been dominated by concerns with school literacy. As Delgado-Gaitan (1992) argues, we need to find ways to help schools recognise the cultural practices of the home and community and build effective communication between these parties.

Home-school initiatives that aim to support school literacy development

In Australia, there have been a number of significant home-school initiatives in Family Literacy. Several of these programs were designed so that the resulting materials could be used easily in a variety of locations. These programs are typically designed for schools to use according to their purposes. One such program developed by Sue Hill for parents of younger children is Read With Me (DEET, 1992). This program was developed in a disadvantaged school with parents over a two year period with ILY funding. It consists of two workshops built around a video and an attractively presented parent book, and is designed for parents with children aged 4 to 8 years.

A number of other programs are focussed very much on the needs of children who have experienced literacy difficulty. One of the best known examples of this type is the Parent Tutors Program , which was developed by Max Kemp (1989) through the Schools and Community Centre of the University of Canberra. The program is for children aged 7 to 15 years who have been referred to the Centre for special help with literacy. The parents are trained to be tutors in the home.

Other programs have been focussed on specific parent target groups. For example, the Parents as Tutors program (Ministry of Education and Training, Victoria) was developed for children and parents in Disadvantaged Schools as a joint initiative of the Inner City Support Centre, DSP and the Brash Foundation. It aims to assist parents support their children. It consists of a six week program designed to develop skills and strategies in the areas of reading and writing, and offers parents practical strategies for working with children at home. It is designed for parents with children in the preschool and primary years.

Two programs that I have been involved with closely are the Talk to a Literacy Learner (TTALL) and Effective Partners in Secondary Literacy Learning (EPISLL) programs (Cairney & Munsie, 1992a; 1992b; 1993; & 1995a). These quite ambitious programs were designed to focus on parents but with the aim of involving teachers, students and their parents in a partnership that would help students cope more effectively with the literacy demands of schooling. The TTALL program was designed to involve parents more closely in the literacy development of their preschool and primary school children. It attempts to achieve this through an eight week series of sixteen two hour interactive workshops, each of which is integrated with observation of literacy learners, classroom visits, practice of strategies, and a variety of hometasks.

In recent times schools have begun to adapt this program to meet the needs of diverse parents. This has included work with a group of Lebanese mothers, a modified program for Aboriginal parents run by an Aboriginal facilitator, and a number of sites where an intergenerational component has been added. As well an extension of TTALL, the Parent Partnership Program, has been developed that enables parents who have completed TTALL to share their insights with other parents (see Cairney & Munsie, 1995b).

The EPISLL program was an outgrowth of the TTALL program and is designed for parents of secondary aged children. It consists of eleven two hour sessions that cover topics as diverse as reading and writing across the curriculum, learning, study, coping with teenagers, research work, and using resources. This program was developed at the request of parents who had been part of the TTALL program but who wanted more help with the support of their secondary school children. Parents were involved at every stage of the development and implementation of this project. Like the TTALL project it has led to a program which is now being used in many schools. Both programs have been evaluated and have been shown to have positive outcomes for parents, students, teachers and schools (Cairney & Munsie, 1995a; Cairney, 1995).

While some programs like TTALL (1992b) and EPISLL (1993) have been designed to develop effective partnerships between home and school that recognise and value the social, cultural and linguistic diversity of communities, many initiatives are at best "tokenistic" attempts to conform parents to school practices in the hope that this might help students at school (Cairney & Munsie, 1992a).

A DEET funded review of 261 Family and Community literacy initiatives in Australia conducted by Cairney, Ruge, Buchanan, Lowe & Munsie (1995) found that:

- there has been little evaluation of the effectiveness of family and community literacy initiatives;
- the majority of programs are initiated by schools;
- initiatives vary greatly in terms of content, process, participant control and purposes, but offer little recognition of the richness of literacy practices within the wider community;
- many initiatives pay little attention to the needs of communities, focussing instead on the needs of the school.

In spite of some of the limitations noted, there is evidence that some programs have the potential to lead to the development of significant partnerships between the home and school, which in turn may lead to increased understanding on the part of parents and teachers of each others' needs, attitudes and roles in children's learning.

While many of the Australian programs examined were well received by communities and schools, little evidence was apparent to confirm that these initiatives had led to significant performance gains for students, nor was there much evidence that schools had changed in response to observations made of family and community literacy practices. These findings are probably not surprising given the fairly modest aims of many of the best known home-school initiatives reported in educational literature.

Establishing starting points for the development of Family Literacy Initiatives

While there are many ways to begin a Family Literacy initiative, the following process adapted from Cairney and Munsie (1992a) offers one way to establish the basic conditions to commence an activity. Once again, it is difficult to offer a guide that is applicable to all situations and program types, but this generic pattern has proven useful for a number of diverse groups.

STEP 1 Attempt to discover family community expectations for literacy and schooling

There is a need for initiatives in this area to be more responsive to the needs of families and communities, and to involve genuine partnerships between all parties. It almost goes without saying that if you are to form partnerships with parents, that you must be aware of the definitions of literacy and schooling that are held within the community, and the authentic uses to which literacy is put. As well, family and community members need to be aware of the literacy agenda and priorities for members of bodies and groups involved with them in this initiative (e.g. teachers). If for example, it is a partnership between a school and its community it is important for the school to be aware of parent expectations concerning literacy and schooling. What do they expect of the school? What do they see as the school's role in literacy development?

Ideally, this joint understanding of needs and attitudes will be acquired as parents and teachers work together. However, in the first instance it may require schools or community groups to take some initiative to gain a broad understanding of their parent population. This may require the planning of one-off activities, focus group discussions, use of interviews (home or school based), surveys (in multiple languages), or even informal meetings with parent or school groups (see Cairney & Munsie, 1992a for further details).

STEP 2 Have participants examine assumptions concerning parent involvement

A second important step in the development of an effective partnership between the community and a school or other group is to have participants (e.g. teachers and parents) examine their assumptions in areas such as the following:

- the role of parents in children's literacy learning;
- parent capabilities as supporters of literacy;
- the teacher's responsibility towards parents;
- parent involvement in schools;
- parent attitudes towards school.

The above can be achieved in a variety of ways. If for example, you are trying to have teachers examine their assumptions about parents you might provide them with a short paper or extract from a publication on parent involvement to read (e.g. Cairney & Munsie's, 1992a, six myths about parent involvement). You would then ask them to come to a staff meeting prepared to talk about the paper. At the meeting you might break the staff into groups to examine the paper and formulate their responses to the issues raised.

STEP 3 Find a starting point

Once staff have begun to consider seriously their assumptions concerning parents, and their responsibilities towards them, you are ready to consider starting points for parent initiatives.

At this stage the starting point may be obvious because of your initial exploration of community and school expectations. Your group meetings, interviews, questionnaires and so on, may have shown that quite specific needs are apparent. If not, you will need to spend more time considering the options. You might also consider some of the initiatives that have been planned elsewhere.

At this point you might also consider the questions that are outlined above in relation to the 4 key variables.This will provide a focus for discussions concerning the nature of any initiative.

STEP 4 Sell the concept to the community

Once you have decided on your starting point you need to promote the initiative.

The major purposes of publicity and promotion are to tell and convince potential participants about the worth of the program, as well as outlining for them the benefits. The latter is equally important for teachers, parents, students and other community volunteers.

Genuine partnership programs can only succeed if they have the widespread support of all key teaching/support staff and community members. One special consideration with these strategies is the need to reach parents and community members who do not have high levels of literacy and for whom English is only a second language. This will require the use of foreign language translations, wide use of oral as well as written advertising and so on. Cairney & Munsie (1992a) suggest the following basic steps which are partly based on the work of Fredericks and Taylor (1985):

✧ *Make contact*

Make contact with as many members as possible of the community

✧ *Name the program*

This step is mainly applicable for workshop and support programs. A catchy name is important.

✧ *Getting the message across*

Whatever the promotional effort, it is important to convey one important message to all parties: involvement will offer personal benefit and is designed to assist children as literacy learners.

STEP 5 Evaluate the project

A final and critical part of the home/school program is to constantly evaluate the impact and effectiveness of the initiatives. The above framework is a useful staring point for this process of evaluation, but it is important to attempt to address questions relating to a range of outcomes for all concerned. Such questions might include:

- Are parents involved? What is the level of parent involvement? *Are parents gaining new knowledge about literacy?
- Are parents gaining new knowledge about schooling?
- Are parents gaining increased insight into their own children as literacy learners?
- Are teachers gaining new knowledge about students as readers, writers and learners?
- Are teachers gaining new insights into the needs of the community they serve?
- Are teachers growing in their understanding of community languages and

literacy practices?

- Are the initiatives having an impact on student attitudes to and achievement in literacy?
- Are home/school barriers being broken down?
- Have parent and teacher attitudes towards each other changed? *Have there been any other benefits?

A parent perspective on ways to strengthen parent involvement in their children's learning

Research over the past thirty years is showing that parent involvement in their children's learning is a critical factor in finding solutions to problems which schools are unable to solve in isolation from the rest of the community.

It seems as Dr Cairney has said, that parents hold the key to educational success or failure[2] and it makes sense to try and use that key to achieve educational success for children at school by involving parents in their own children's learning.

What is required are systematic efforts by governments, schools and school communities to improve the links between school, home and the community and the allocation of funding to these efforts. Mostly education funding is devoted to school infrastructure and little has been spent on finding ways to harness parent influence for their children's improved learning at school.

There are many obstacles to be overcome. Working in collaboration with parents and other community members in schools may not fit too well with the current organisation of schools and the way many of them operate. Opening up schools to parent and community activity is also time consuming and rather messy. Teachers in Australia, and probably in all the countries represented here, have no time left to expand their workload. But it is important for the future to examine some strategies for the creation of a closer partnership between schools and homes, teachers and parents for the benefit of student learning.

One such strategy is for Governments to recognise publicly the value of the role parents can play in the education of their children and the potential parents have for influencing positively their children's educational outcomes.

A media campaign for raising the profile of parents and parenting, how they can help their children at school by simple strategies of encouragement, asking questions about what children are learning and listening to reading at home could be very effective.

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[2] Developing Partnerships: The Home, School and Community Interface, an investigation of the role that parents and care givers play in their children's literacy learning: information sheet, May 1994. Faculty of Education UWS

Recently the then Australian Government Minister for Schools, Vocational Education and Training issued a Statement on Parents as Partners in School Education at the National Level.

In it he said

> *"parents are essential guardians of school education in partnership with many individuals and organisations including: governments, education authorities, principals, teachers, universities, industry, teacher unions and the community generally"*.[3]

Parents have been very pleased to receive this sort of acknowledgment from the Government and other interests in education are coming to appreciate more the ideas of parent involvement.

Parent Participation

There are literally hundreds of activities which might classify as parent participation, working in canteens, raising funds, assisting in the classroom, supervising excursions, social activities, working bees, serving on parent associations, school councils and policy committees. All support the school and children in important ways but often involve only a small minority of parents who would in any event participate in school activities.

Strategies need to be found to engage all parents, or at least the greatest majority, in projects and information sessions designed to help them assist their own children's learning. Many parents do not come to the school and these are the parents and families that schools need to be able to engage if the goal of improving student outcomes at school is to be realised.

The exciting thing about much of the research into parent influence on learning is that the appropriate sort of parent involvement has the potential to reverse the effects of factors of family disadvantage such as poor socio-economic circumstances.

The research also tends to show that the effectiveness of parent participation is decided by the way parents think about their role in their children's education. If parents believe that they are partners with teachers in the education of their children then working with and communicating with the teacher is likely to be seen as a way to further the parent role as primary educator.

Parents who don't think they have a role in their children's education are reluctant to become involved.

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[3] Parents as Partners in School Education at the National Level. A Ministerial Statement by the Hon Ross Free, MP, former Minister for Schools, Vocational Education and Training. Australia October 1995

So it seems likely that the strategies which will achieve the most success in encouraging parental involvement will be those which manage to reveal to parents their role as primary educator of their children. So avenues ought to be explored that persuade parents about their true ability in positively influencing their children's learning.

Another useful strategy for parent involvement has been found to be when parents are the catalysts for other parents taking steps to assist their children's learning. Parent to parent contact is an excellent way forward in generating home school partnerships.

The sorts of programs and projects which work best to harness parent potential probably need to be

- initiated within the school, not necessarily by the teachers, but certainly with the co-operation of teachers and principal.
- non threatening to teachers and parents alike. So they have to support parents and help them to parent. They also have to acknowledge and support the teacher's professional role not detract from it.
- flexible and capable of adaptations or change to the particular needs of the community.
- Most of all, the programs and projects must reach out to involve all, or at least the greatest majority of parents.

The Australian Parents Council has develoed and conducted programs which are designed to be run by parents for other parents, within the organisation of the school, that don't make heavy demands upon parent time, and are introduced in such a way that they are not threatening to either parents or teachers.

The first of these is an early literacy project. Improving children's reading and literacy skills is an excellent focus for home/school interface because reading skills are the building blocks for all subsequent learning.

Called '*Collaborating for Successful Learning - the Parent Factor*', the project consists of a kit of three interactive workshops for parents on children and parents' self esteem, children's reading and writing and has been trialed in schools in three States. The schools were mostly at the lower end of the socio- economic spectrum.

Some of the aims of the projects were to;

encourage active partnerships between home and school and between teachers and parents; recognise that positive literacy practices at home foster literacy learning at school; develop parents' understanding of the learning that takes place at home and their role in that process.

The result of the trials of this project showed that;

1 it was important to parents that the project was being presented by other parents;

2 parents appreciated the opportunity to discuss parenting and their children's development with other parents;

3 parents had not fully understood how important their interest and attitudes are to their children's learning outcomes.

One of the advantages in having parents from the school as presenters of the program is that they can reflect the character of the particular school community.

Teachers' and principals' responses to the program were also positive.

The program is now being conducted in other schools.

Key Competencies Project

A second project is a single interactive workshop on the Key Competencies --- '*Introducing the concept of Key Competencies to Parents*'. This is currently being trialed in schools in three Australian States, this time at the secondary school level.

The concept of key competencies has made a significant impact on the educational scene in a number of countries. New Zealand has identified what they call 'essential skills', the United Kingdom has a 'core skills' program, and the United State skills they call 'work place know-how'.

Introducing the concept of Key Competencies to parents builds on the belief that if parents understand what is being imparted to the children and can have some familiarity with the ideas and goals, they can better support their children's learning.

The aim of the project the Australian Parents Council is conducting is to demonstrate to parents that these are essential skills for work and for life and that they are known to parents who use one or all of them every day.

Research report and database

Work is also nearing completion on a report which synthesises the research on the parent role in their own children's learning. This is written in simple terms accessible to all parents, and teachers, to be accompanied by a data base of the research, in print and on disc, which contains a short abstract of each of the research articles. We hope to distribute this to all schools and parent organisations later this year.

Information Technology

Parents organisations are now working on ways to introduce parents to the world of computers and the Internet. A report on a recent seminar is to be produced and will be sent to every school parents organisation in Australia. This will be followed up with seminars for parents in every capital city, giving them information on the Global Information Society, what computers can do and how best parents can participate with their children in this technology world of the future.

Continuing the work of making parents familiar with the technology revolution and providing them with the information about how their own and their children's learning will be changed and all the other consequences of these developments, seems to us a crucial task.

Overview

There are many ways and many programs which attempt to involve parents in their own children's learning. As stated before I believe that those which are the most successful are the ones which give parents an understanding of the parent role in children's learning success and draw the parents into real partnership with teachers and schools.

To establish partnership and shared goals it is necessary to convince parents and teachers of the powerful and positive influence parents can have on their children's learning.

Schools need to be more welcoming and open to parents. And in the interests of economy, efficiency and equity for all children's education, Governments should allocate substantial funding for projects and programs directed to the realisation of home/school partnerships.

Conclusion

As already indicated, a recurring theme in the recent literature is that parents must be viewed as equal partners, and that there must be a reciprocal relationship. It has been argued that we need to go beyond token involvement and recognise the vital role that parents play in education (Cairney & Munsie, 1995a; 1995b). As Kruger & Mahon (1990, p. 4) point out, "parental involvement......has much greater value than as an add-on to what teachers do". Harry (1992) argues that parent initiatives must forge collaborative relationships that create mutual understanding between parents and teachers.

However, whilst accepting the difficulties that surround some of the current programs attempting to build closer links between home, school and community, these initiatives have flourished because parents, teachers and educators recognise that they offer access to specific practices that help students and parents cope with school learning. But there is still much to be learned about this topic. What we do know is that classrooms are not simple places; they are dynamic interactional spaces where individuals come together for the purpose of schooling to construct situated definitions of teacher, student, knowledge, values and so on (Fernie, Kantor & Klein, 1988; Green, Kantor & Rogers, 1991). In the words of Bruner (1986), they are a forum for negotiating culture. But whose culture, and on what (and whose) terms is this culture negotiated? Furthermore, what impact do such practices have on the achievement of all students?

Home-school initiatives offer considerable promise, and yet at the same time have the potential to contribute inadvertently to the mismatches between the cultural practices (in this case literacy) of home and school, by emphasising a limited range of practices. The latter will be the case if schools continue to view parent involvement as simply an opportunity to have parents 'help' in the classroom, or a means to 'improve' their parenting skills. Those interested in partnerships between parents and schools need to continue to ask themselves whether their practices might inadvertently disempower some, and empower others. And if so, which students are disadvantaged most by the types of practices that are supported and legitimised.

At the level of program initiatives we need to continue to explore the use of the many programs that are in existence and to develop other initiatives that open up greater possibilities for the development of effective partnerships between schools and communities. Such partnerships should be characterised by:

- Genuine involvement of parents in dialogue with teachers concerning what literacy is, how it is used, the match and mismatches of learning practices at home and at school, the needs of children.
- More equal sharing of responsibility for initiating dialogue such as the above.
- Attempts by schools to acknowledge the enormous diversity present in community language, literacy and learning practices. * The use of community based sites for programs.
- The involvement of parents in the setting of agendas for home/school initiatives so that programs reflect their needs.

The big challenge is to transform schools into sites for learning that are far more responsive to the social and cultural diversity of the communities that they serve. We need to engage in social evolutionary development by providing opportunities and alternative programs and curricula which challenge existing educational practices (Cairney, 1994). Home-school initiatives in areas like family literacy will do little to break down educational inequities present within and across schools if they are simply based on deficit views of learning. However, if we attempt to build genuine partnerships between communities and schools enabling shared understanding to develop between teachers and parents, there is some hope for the changes that are necessary in schools that will ensure greater equity in school achievement, and the access that students of varying backgrounds have to practices such as literacy that are so important for schooling and within the 'outside' world.

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China

Introduction

Since carrying out open and reform policies in the 1980's, China has upheld the nation's outstanding traditions of culture and education on the basis of successful experiences gained from more than 40 years of Socialist Construction. Progress has been made in education, especially in basic education and higher education.

The basic education comprises pre-school education, primary and secondary general school education and special education.

Primary and secondary general education lasts 12 years through 3 stages: the primary school and lower secondary school which take 9 years as compulsory education, and the 3 year upper secondary school. Since 1949 tremendous efforts have been made to promote primary and secondary school education in rural and mining areas, and in border regions and regions inhabited by minority nationalities. As a result, the uneven distribution of schools in the old days has basically changed. Today, well-facilitated full secondary schools or upper secondary schools are found in all the counties in the country. Most rural townships have lower secondary schools and central primary schools. Most villages have a primary school. By the Decision of the CPC Central Committee on Reforms of Educational Structure issued in 1985, 9-year compulsory education was implemented in China and secondary education was restructured. In 1986, the Standing Committee of the National People's Congress promulgated the Compulsory Education Law of the People's Republic of China, thus putting the Universalization of education on a legal basis. Now the law is being implemented step by step, stage by stage, and area by area.

In recent years, a series of measures have been taken to reform the training goals, educational systems, curriculum, and teaching content and methods of primary and secondary school education of old days. These efforts have effected a fundamental change in the nature of schools, and educational provision and teaching have shown marked improvement in quality. Graduates from primary and lower and upper secondary schools have made remarkable academic achievements. And secondary school students have won glory for the country in international competitions in some subjects. In 1986-89, Chinese secondary school students participating in Olympic competitions in mathematics, physics and chemistry won 19 gold medals, 21 silver medals and 14 bronze medals. In 1989, in these competitions the 15 Chinese participants from secondary schools all won awards. In group performance they were placed first in mathematics, second in physics and third in chemistry. In the past years, generation after generation of youth have received socialist basic education. Now China has 480 million primary school graduates and 304 million lower and upper secondary school graduates. Some of them have gone up to higher schools and all rest are at the productive and other posts.

Pre-school education in China started from a very low level. In 1946 there were in the whole country only 1,301 kindergartens with 130,000 children. Since 1949 the government has paid great attention to pre-school education, making it clear that pre-school education is an integral part of China's socialist education. Statistics show that by 1988, there were in the whole country 171,845 kindergartens, up 131 times over 1946, and that the number of kindergarten children reached 18.545 million, increasing by 141.7 times over 1946. It is noted that of all children aged 3 to 6, 28% were in kindergartens.

The higher education sector comprises comprehensive universities, normal universities and specialised institutes concentrating on fields like science, engineering, agriculture, foreign languages, etc. Universities and institutes are funded by the national government directly, or by provincial and municipal authorities, or by ministries with industrial, commercial and agricultural responsibilities, and other agencies. Regular higher education is supplemented by the availability of correspondence, radio and TV colleges and universities, linked with adult education. Other arrangements permit more than 3 million Chinese to sit for self-study examinations leading to a degree or other qualification. These self-study examinations, co-ordinated by the National Higher Education Self-study Examination Guidance Committee, are supported by groups at provincial and lower levels. While the qualifications earned do not carry the same status as those from an established university, they are recognised by the state. Working professionals, with appropriate experience and qualifications, can also be awarded degree standing.

In China, an educational network constituted by schools, families and communities is being developed. The people all over the society are very much concerned with the healthy growth of youngsters. Alternative kinds of out-of-school educational sites for the youngsters are booming and play an active role in students' moral education. Lots of successful models are being developed to link the school, home and community. The Mutual Participation Model is one of them.

Constructing the Mutual Participation Model between School, Education and Community

I. A Brief Review

The Mutual Participation Model is a new type of education model which combines community and school, gradually formed in the development of community education in recent years in China. On the one hand, the Model means the community supports and participates in the school education, takes school education into the whole community development system and builds up every possible favourable condition for the development of school education. On the other hand, the school education is to meet the need of the community development and serve the community's culture and economics development. The basic feature of the Model is the mutual support, participation and development between school and community (see the figure I).

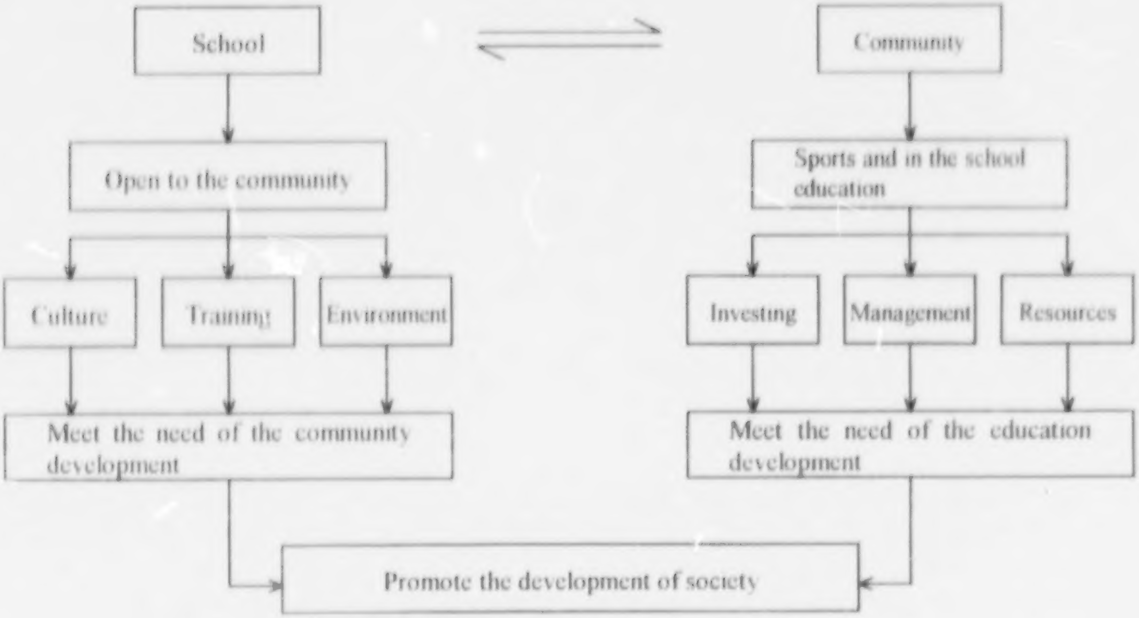
School
Community
Open to the community
Sports and in the school education
Culture
Training
Environment
Investing
Management
Resources
Meet the need of the community development
Meet the need of the education development
Promote the development of society

figure 1: the Mutual Participation Model (MPM)

The development of the Model is closely combined with the development of the community education. It has undergone two stages:

(A) The preliminary stage (1980s). In that stage, community education in China became flourishing. There were two outstanding features at that time. On the one hand, the one-sided support of participation in school education by the society and home is emphasised. Community education was mainly thought of from the perspective of the society's support of education. Therefore, the focus of the development of the community education was to mobilise all members of the society to support education. People tried every possible way to raise funds for the school education and better the community's environment to go with the school education, for instance. As a result, the service which the school can offer the community was ignored. On the other hand, community education was mainly carried out in big cities, while that in the country was inactive. To be exact, community education in China arose in Shanghai and Tianjin first and then spread to Nanjing, Hangzhou, Chendu and other cities.

It did not appear in the countryside until the end of 1980s. Thus, community education in China in that period was taken as the preliminary stage, for the Mutual Participation Model was not yet fully formed.

(B) The flourishing stage (1990s). Since the beginning of 1990s' along with the speedy development of a market economy in China and the deepening of education reform, community education in China has greatly developed. The important and profound significance of this has been shown in its furthering the combination of the society, home and education. As to this period, there are three particular features. First, community education has quickly covered more places, cities, towns and the countryside, including the remote backward villages in the Western China.① Second, new views of community education have been formed and not only youth but the other members of the community join in the community education. Third, the Mutual (instead of the former one-sided) Participation Model has been formed authentically, emphasising mutual support, participation and development of both the community and school.

II. The Significance of the Mutual Participation Model

The Mutual Participation Model has proved in the development of community education to be an effective model to strengthen the linkages between school, society and home. Practising this Model is helpful to the furthering of the mutual understanding between the school and community, to the urging of the related (both urban and rural) community's active concern for and support of education and to the furthering of the school's active service to the community's development, so that the three participants, the school, the society and home, all get what they want in the process of such mutual participation and co-operation. And finally, it become possible for community education to build up an operating mechanism full of vitality and energy.

As far as the present condition in China is concerned, in its practising of the Model, the school can serve its community mainly from the following six aspects —

(1) The school is open to all the inhabitants of the community. All of them can make use of the schools' facilities and sites, such as the library and laboratory.

(2) The school becomes the cultural centre of the community, organising all kinds of cultural activities to improve the community's cultural environment.

(3) The school propagates (the needed) knowledge and scientific techniques, bettering the inhabitants' breeding. The school in the countryside can take over the task of eradicating illiteracy. It has been proved that, since the 1980s, the total illiterate number in China has been decreased at the rate sixty thousand per year. One of the approaches to achieve such an achievement is the right to make use of the school, especially the rural ones, to do the job.②

(4) The school participates in the activity of bettering the living state of the community, organising the students to carry out the volunteer activities, such as greening, beautifying, cleaning, and helping in their spare time the disabled, the old and the lonely.

(5) The school trains technical work hands to meet the need of development of the community. In recent years, along with the speedy economic development in China, higher demands have been put onto the professional, technical breeding of the work hands in their communities, urban and rural. In fact, many urban schools have

taken advantage of their faculty and facilities to hold the needed training classes in English, tourism, cuisine, barbering, hotelling and the like. Likewise, rural schools have held the needed training courses to improve the work hands' practical techniques, in areas such as breeding and planting. Those who have been thus trained have played a great role in local economic development.

(6) The school can cultivate its own enterprise and join directly in the community's economic construction. It has proved a successful way and now lots of urban schools have their own school-run factories. In this way, both the sum of the school education funds will be enlarged and the force of the community's economic construction strengthened. More and more schools are trying to follow the suit.

As far as the community is concerned, it can participate in the school education mainly from the following three aspects —

(1) Participating in the students' education and the bettering of the educational surroundings. As a group of members of the community, the school boys and girls are always ready to respond to the influence (active and passive) of their community. In China, the main approach for the community to participate in the school education is to help better the educational surrounding and join in the students' moral education. To better the educational surrounding is chiefly to sweep off the community's blue magazines, books and TV films, the noisy selling stands near the school and to preserve public safety within the community. What is more important is that the community provides students with various out-of-school activity centres, such as the culture studio, the science hall, the teenagers' club and the library. Up to now, the Jiamusi city of Heilongjing Province has made the best use of possible educational resources and built up 525 out-school activity guiding centres, 226 social practice spots, 66 teenagers' military schools for which more than 7000 members of the related community have volunteered to be the students' part -time instructors, to name an outstanding example. Such measures have greatly improved the community's educational surroundings and the education quality.④

(2) Participating in the running of the school and urging the socialisation of schooling. Generally speaking, two respects can be considered here. On the one hand, the community participates directly in the school's management and appraising job. To be exact, the community participates in the schools' making of vital policies concerning the community itself and appraises the school's achievements from the perspective of the community's development. On the other hand, the community opens its own kindergartens and all kinds of adult-training schools. That is an important and effective way to develop the community's education and to take best advantage of the community's educational resources, enlarging the educated scope and prompting the socialisation of schooling.

(3) Participating in the investing and bettering of the schooling condition. Along with the deepening of the community education, the essence of the educational investment has taken a gradual change, namely, the exclusively government

investment has been supplemented by the whole society's investment. More and more fields of the community join in the school investment. The practice in Jiamusi (Heilongjing) has shown that many schools have got financial support from their related community. Roughly speaking, more than 6.410 million RMB yuan have been invested in the primary and secondary schools by various fields. It has played really a important role in bettering the education condition and prompting education development.④

III. The Basic Strategies for Practising the Mutual Participation Model

No doubt a significant question is how to strengthen effectively the mutual linkages between the school, the home and the society, and practise smoothly the aforementioned MPM. Here are the major workable strategies practised in China.

(1) Putting it under the overall leadership of the community administration, urban and rural. The town-level administrations are the basic administrative organisations in China. The local administration's participation and support has proved a very important approach to strengthen the links between the society, the home and the school, and thus better the community education in the way of the local administration's participation and support. The related administration's participation is mainly carried out in the form of propagating the educational requirement of the central as well as the higher administrations, mobilising and organising all possible forces to participate in education and meanwhile, encouraging the school to offer effective service to the community's development. If necessary, the local administrations can make some policy to urge the co-operation and communication between the school and its community.

(2) The Community Education Committee takes charge of the overall organisation and planning at all levels. It has been proved that the community's Education Committee is the effective organiser and adjuster to strengthen the links between the society, the home and the school. In China, the Community Education Committee works at three levels up to now, the district (commune), the street and the school. They have played a very important role with various scope. At present, more and more three-level Education Committees are forming. At Shanghai where community education was initiated, for instance, by the end of June, 1990, Education Committees had appeared in 8 of the 12 districts, in 126 of the 138 streets and also in a great number of schools.⑤

(3) Building the school board of trustees. The school board of trustees is not only an important tie and bridge between the school and its community, but the very backing power for the school to win the support from the society as well. The Board is composed of the community official, the school master, the cream of the society, the retired teacher, the enterprise manager and so on. Its duties are mainly as follows here —

(A) Propagating and carrying out the central government's educational policy and schedules;

(B) Mobilising all possible forces to support education and help the school solve its problems in schooling;

(C) Encouraging all the children at school age to go to school and thus making it possible for the compulsory education to be realised in the community;

(D) Participating in the school management and guaranteeing the smooth fulfilment of the teaching schedules.

(4) Appointing an honourable school master. Such a place is to be taken by a person who enjoys great credit, respect, and calling power in the community where he lives, such as the head of the local administration, the retired high official, the leading figure in the religious field, the top-level boss of the factory and enterprise and the like. The main duty for the honourable school master is to let the society learn as much as possible about the school, heighten the school's position in the community, call and mobilise all members to support education and help the school solve the schooling problems.

(5) Forming the Parents' Committee. This Committee is usually made up of the parents' representatives from all walks of life, whose main function is to strengthen the relation and understanding between the school and the parents, co-discuss the school's teaching jobs with the school master and teachers, offer workable ideas for the bettering of the school's education and listen to the regular report by the school of the school's various work.

(6) Opening Parent's School. That has been proved to be a very popular and successful attempt in the community's education. Lots of schools have opened their Parents' School. Such a school is to inform parents systematically of the necessary home education knowledge, experience, the basic things about the children's physical growth and psychological movement, so as to make it possible for them to co-operate well with the school and heighten the educational level. Some Parents' Schools offer the parents who have passed their examinations qualification certificates and select and praise " Outstanding Parent". More than 400 such Parents' Schools have been opened and more than 56000 parents have joined the training in Jiamusi, Heilongjiang.⑨

(7) Building the co-operating community education centre. The purpose for such a centre is to make the best use of the educational resources in the community, make it possible for the school and its community to co-operate better and provide the community members with various educational and cultural services. The community can work in this way in the opening of its libraries, museums, science halls and the like to the students and other members of the community. Likewise, the school can take the advantage of its faculty and facilities to hold various lectures, reading clubs and some special professional courses to train the

community members.

IV. Summing-up

A convincing conclusion can be drawn from the following several aspects after the aforesaid discussions.

(1) Community education in China has developed greatly ever since 1980. The relation between the society, the home and the school has become closer and closer.

(2) The Mutual Participation Model has played a significant role in building community education in China. It has greatly encouraged the mutual participation initiative of both the community and its school and strengthened the relation between the two sides. Such a model will certainly play a much more important role in the coming years.

(3) In practising the MPM and strengthening the relation between the school, the home and the community, China has worked out a series of workable basic strategies, which will be further improved in the future.

(4) Toward the 21st century's community education development, China has to improve its work in the following aspects:

   (A) Strengthening the school's serving function to the community and thus making it possible for the school to play the central part in the community's cultural development;

   (B) Making the cultivation of the community's education a lawful duty of all the community's social members, through the necessary law construction;

   (C) Strengthening the community's education in the rural and backward areas. Both the school and its community will get a greater chance to develop themselves through and in the development of community education which makes the school, the home and the society work and co-operate in an overall educational net.

Notes:

① Ma Peifang and others: "The Mutual Participation between Rural Community and Primary Education", Educational Research, No. 4, 1995.

② State office of statistics: "On the Development of Literacy Education in China in the Eighties, Educational Research, No.11, 1995.

③④⑥ Xu Potao and others: The Development and Inquiry of the Community Education, The Journal of Jiamusi Educational College, No.2, 1992.

⑤ Huang Yunlong: The Sino-West Comparative Study of the Community Education, Journal of Shanghai Normal University, No.1, 1992.

Indonesia

I. INTRODUCTION

Indonesia is an archipelago which covers an area of about 5.2 million square kilometers including about 3.3 million square kilometers of sea area. According to the latest national census 1990 the population of Indonesia is about 179.2 million, with an estimated growth rate between 1980 and 1990 of 1.76% per annum. In 1990 the distribution of the population was as follows:

Islands	**Average numbers of persons per square kilometres**
Java and Madura	822
Sumatera	76
Kalimantan	17
Sulawesi	64
Others	23

The Indonesian population, as briefly described above, belongs to various and complex geographical cultural backgrounds. There are many ethnic groups who have different dialects, religions and custom. However, since the slogan of the nation is "BHINNEKA TUNGGAL IKA" which means Unity in Diversity, those socio-cultural varieties do not prevent the people from applying unity, order and harmony in their life.

Being a very large developing country with its own peculiar geographical situation, Indonesia in its "era of development", faces many obstacles and constraints in the effort to promote quality of life for its people. However, many significant improvements have been achieved in many sectors such as public health, education and economic sector i.e. agriculture and forestry.

From the estimated total of 179.2 million of the population, the number of school aged children i.e. form 7-18 is grouped in the following way.

AGE GROUP	NUMBER (IN MILLION)
7 - 12 years	27.6
13 - 15 years	12.3
16 - 18 years	11.5

Not all of them get formal education for many reasons. As the alternative the government provides them out of school education such as a "learning package" (Program Kejar Paket A and Program Kejar Paket B).

II. THE DEVELOPMENT OF FORMAL SCHOOLING SYSTEM AND ITS RELATIONSHIP WITH NON FORMAL LEARNING MODUS.

To actualised Indonesian aspiration , article 31 of 1945 Constitution stipulated that "every citizen shall have the right to obtain education, and the government shall establish and implement a national system of education regulated by the law".

During the first Long Term Development Plan (1969/1970 - 1993/1994) the government has succeeded in providing 187.867 lower primary school to cover 7 - 12 year-age children throughout the country with a participation rate of 91.9% in 1983/1984. In the other hand the transition rate of lower primary school leavers to enter junior secondary schools was 65%. This was a rapid increase since the independent in 1945 where the number of lower primary school was just 15.096.

Based on the Guidelines of State Policy 1993, the education development during the sixth Five Year Plan (Repelita VI) is stressing on the quality improvement and increasing the equality of educational opportunity for the 7 - 15 year old citizen to get education in the framework of the implementation of nine year basic education. The term "equality of opportunity" implies three meanings, namely : equality of opportunity, accessibility, and equity.

The extension of basic education from six to nine years implies to cover of about 6 million additional people 13 - 15 years old which have not recruited in the basic education institution. To cover that amount , it is needed about 150,000 new class room in ten years. To operate the new school the government shall appoint of about 31,000 new teachers included lower primary school, junior secondary school, handicap school, and private school teachers.

In the secondary school level the education more stressing on quality improvement, which refers to both process and output. Quality education with respect to the process is determined by the quality of teaching-learning process where student have meaningful learning experiences, supported by sufficient resources.

National education system is an integrated system comprising all units, lines, levels and schooling activity related to one another arranged in an effort to achieve National Education goal as addressed to the Law Number 2, 1989, namely "National Education System" intends to sharpen nation life and to develop the Indonesian intact, that is, people who believe in and obey one God and noble character, well-informed and skilled, good physical and spiritual health, stable personality and confident with responsibility for their community and nation".

National education system implemented universe, comprehensive, and integrated. Universe means open for all of the people and prevail throughout the country.

Comprehensive, means to include all lines, levels, and education types. And Integrated, means to be mutual connected with national education and the whole national development effort.

As a system, national education is classified within unit, line, and education level (see annex 1).

Based on that scheme , education system in Indonesia is divided into three level, i.e. primary education, secondary education, and higher education. Primary education consist of six years lower primary school and three years junior secondary school. The school age people (7 - 15 years) recruited through this system.

In the other hand the adult peoples who have not completed their study in primary school level, they could take package A programme equal with lower primary school, and package B programme equal with junior secondary school.

Students who pass their junior secondary school examination have chances to continue their studies to the secondary education for three years. In this level there are general secondary schools and vocational secondary schools. In the secondary education level the adult people do individual study or in learning group with or without tutor. At the end of the year schooling they could take equal examination until they finished study equal with secondary level. After the students graduated from secondary education they could continue their study to higher education. They must pass the selection test organised by higher education entrance examination committee.

To support the implementation of education both in primary and secondary school, it is needed parents and community participation. They can involve in school activities as an expert, tutor, or facilitator. They can also participate in education through organising such courses in the community, especially in the big city, for instance test guided for secondary school leavers, computer courses, language courses, and many kind of skills. The wealthy peoples could provided books, science equipment, or granted their land to build a new school building.

III. THE CURRENT ROLES AND FUNCTIONS OF SCHOOL IN CHANGING SOCIETY

Education intends to accomplish positive aspect for students, home, and community. If education is only useful for student, it will sound like a personal matter, and yet education is useful for all of the people since the community can develop and be prosperous with education. Therefore, education is the community matter and it becomes community, home and school responsibility.

Every people has their own ways in discussing their needs and hopes in the future, and in learning and developing required knowledge and skills. As well as the family has their own ways in taking care of the children, keeping them strong and healthy, preparing them to study, and teaching them about what they are going to do in order to keep a life.

When traditional and modern community faced one another, the demand will increase dramatically in the terms of social welfare and bringing up the children. School is a great assistance for home and community. In turn, school needs family to help prepare and strengthen a child to study, and requires people to maintain that education is appropriate both for traditional and modern needs, to enrich studying continuously, school gets involved in significant and useful culture evolution.

In the early of the Second Long Term Development, Indonesia will take part in an important phase to make it sure in the national development. The very significant characteristic of the Second Long Term Development gives a strong emphasis on human resource development. The strong point of the second Long Term Development is put in an economic aspect, which becomes the main motivator of the development, followed by human resource quality: supported intensively, interrelated and integrated with the development of other fields implemented in the rhythm with the successful economic development in the frame of accomplishing the national goal and development.

Education development and culture in the Second Long Term Development is in harmony with various function taking place and can take the advantage of the chances to produce human resource in Indonesia that is capable of supporting to continue the national development. It will deal with the challenges mainly to complete nine years of the compulsory basic education, organise secondary education so smooth and qualified so that their graduate can continue to the higher education or becomes workforce in the middle level which is more related to the development need, from either knowledge side or vocational skill, or their equality need.

IV. THE PRESENT SITUATION

As stated in the State Guidelines and the Law Number 2, 1989 concerning National Education System, the implementation and developing national education is responsibility of Family, Community and Government. Regarding with this statement, the community plays a very important role in Indonesia education.

In an effort for more equal opportunities to get education, the community plays a great role. In this case, it indicates the number of education unit organized by private side, such as 39.025 Kindergartens, 10.120 Elementary Schools, 502 Special Schools, 10.604 Junior High Schools, 8.156 Senior High School and 1.035 Private Universities.

During the first long term development programme the community has participated in granted their land to build the new school building for a total of 1.632 units for junior secondary school and 623 units for general secondary school.

The number of students: 0.5% student in Kindergarten of 59 Government Kindergartens, and 99.5% in Private Schools. 93% student in Government Elementary School and 7% in Private School. 34% student Government Junior High School and 66% in Private School. Senior High School (Public and Private), 47% student in Government Senior High School and 53% in Private School, 60% college students in Private University and only 40% in Government University.

Those numbers show that the higher of education grade (except Kindergarten) the greater private role in education. They also indicate the great private participation in expanding the equal opportunities to obtain education, especially in supporting the implementation of Compulsory education.

In an effort to increase education relevance, community role developed in a various way, such as; through dialogue as a first media to create an interrelation and equality, involve people in filling up local substance with thing correspond local need. This is implemented from the planning phase to implementation and evaluation, development and apprentice program implementation and job training in Industry and Business world. As well as the implementation of out of school in the form of school in the form of course and others directly connected with the obvious community needs.

The more modern the community development will demand, the greater involvement from the community in organizing and developing the education. Therefore, expansion and liberty given to the people include the existing supplement in it, individual, group or corporation to its role in the national education.

The Community Role Forms are:

1. Founding and implementation of education unit for formal education or non formal education.
2. Supplying and giving expert assistance to help implement learning-teaching activity.
3. Supplying and giving education assistance to implement and/or help implement teaching, learning activity.
4. Supplying and/or implementing education program which has not been yet and/or organized by the government to support the national education.
5. Supplying fund and giving property donated for community use, grant, contribution, loan, scholarship, foster parent and the other similar forms.
6. Supplying and giving room assistance, building , and land to implement learning-teaching activity.
7. Supplying and giving study book assistance and education equipment to implement learning-teaching activity.
8. Giving opportunity for apprentice and/or job training to practice work.
9. Giving management assistance for education unit organizer and national education.
10. Giving an idea and consider concerning the policy formulation and/or national education development organization.
11. Giving support and cooperating in research and development.

The other government effort to increase those participation are by publishing decision of the Minister of Education and Culture Number 0293/U/1993, August 5, 1993 on structuring the Assistant Board for Education Implementation (BP3). Their members do not only consist of parents but they also include the community in the school environment such as: Industry and Company.

The community participation in the national education, in fact, not only implementation and development education unit but also includes the Government policy formulation. It is materialised by the Board for the National Education Judgement (BPPN) which consists of the Public figures have the duty of giving suggestion, advice and idea as the Minister of Education Culture consideration.

The government actions and the community participation on education development related to out of school education are as follows :

1. Illiteracy Eradication

Historically illiteracy eradication efforts in Indonesia has been conducted since the Dutch colonial time which were in the form of ABC courses. The efforts continue up to now with the Kejar Paket A (literacy learning group of Package A) Programme.

The expansion of the primary school system and of its equivalent non-formal education system has had a significant impact on the reduction of illiteracy. In 1980, 30.1 million Indonesians 10 years old and above, or 29 percent of that age group, were unable to read and write. In 1990, the number had fallen to 21.5 million, or 16 percent of the same age group. As Annex 2 shows, 7 million of these are men while 14.6 million are women. About 3.5 million live in urban areas while 18 million are in rural areas. Eight and a half million are between 10-44 years of age while 13 million are 45 years and above.

The distinction between illiterates 10-44 years of age and illiterates 45 years and above is important for programming purpose, as Indonesia targets primarily the 10-44 years age group for participation in literacy learning and other non formal education interventions.

Therefore in the age group of 10-44 years that the most significant reduction in illiteracy has taken place, i.e., down to 8.6 million illiterates from a high of 16.3 million in 1980. Programme interventions have significantly narrowed gender disparities in this age category, i.e. a 6 percent disparity in 1990 (the literacy rate of 89 percent for female in comparation with a male rate of 95 percent), down from a high 12 percent female-male disparity in 1980 (female literacy was 74 percent against an 86 percent male literacy). Indonesia's considerable progress in reducing illiteracy over the past 10 years suggests that it should be feasible to virtually eradicate illiteracy in the 10-44 year age group well before the year 2000.

To reach the objective, President Soeharto on September 25, 1993, in his speech commemorating International Literacy Day, declared literacy campaign as a national movement in order that by the end of the sixth five year development plan there will be no illiterate people left between 10 to 44 years of age. In responding to this presidential speech various efforts has been implemented. In the national development programme a budget has been allocated to finance the participation of 5.8 million illiterates between 10 to 44 years of age in the Paket A learning groups. To motivate voluntary tutors the Government has provided financial incentives since the 1994/1995 fiscal year. This was a new policy since previously all tutors work voluntarily without financial incentives, except the rewards given to those who showed remarkable achievements in combating illiteracy. This reward used to be presented by the Governor of the Province on the occasion of the International Literacy Day at the provincial level.

One of the meaningful steps taken to follow up the presidential speech is the promulgation of a joint decision by the Ministry of Education and Culture, the Ministry of Home Affairs, the Ministry of Religious Affairs, and the Commander of the Indonesian Armed Forces to work together in combating illiteracy. With this joint decision signed in December 5, 1994 the literacy campaign will not only be the responsibility of the Ministry of Education and Culture, but also of those dealing with religion and local government (Ministries of Religious and Home Affairs), and also security (Armed Forces). This will make the literacy campaign a national movement which can be implemented effectively. With this working mechanism it was expected that all governors, down to the heads of the villages, as well as religious leaders, moslem scholars, security personnel, community leaders, and educated people could mobilize all resources, financial or otherwise, from all parties concerned, especially from business people. In the meantime the illiteracy rate has declined from 15.9% in 1990 to 12.1% in 1994.

2. Continuing Education

Indonesia is firmly committed to the principle of lifelong education. All along since independence in 1945, it has been an important policy priority to provide opportunities for continuing education through various training courses of short duration. Such courses were offered to post literacy, elementary school, secondary school, and tertiary education graduates as well as drop-outs from the school programmes. More than 200 types of courses are offered by more than 19,000 private institutions under the overall supervision of the Directorate of Community Education of the Directorate General of Out of School Education, Youth and Sports. Training is offered in areas such as typing, sewing, hairdressing, accounting, flower arrangement, electronics, computer programming, management, accounting and foreign languages, especially English, German, French and Japanese. Indonesia progress in development over the past decades has led to rapid changes in the structure of the job market and consequently in skills requirements of the labour force. In this situation, continuing education becomes particularly important as school education cannot always prepare graduates appropriately for entering the job market. Not only drop outs, but also graduates from primary, secondary and even tertiary education therefore benefit enormously from the training courses provided by the continuing education programme. Recent years have seen a surge in the popularity of this programme and growth has been rapid, especially in the large cities of Jakarta, Surabaaya, Bandung, Semarang, Medan, and Ujung Pandang. The Ministry of Education and Culture and the Ministry of Manpower co-operate in providing supervision, standardisation and evaluation of the programme. Quality control and national examination criteria for each type of training offered are among the management functions, in which the Directorate of Community Education is assisted by advisory groups composed of specialised experts from the fields of education, professional associations, and private enterprises.

An additional category of continuing education provided by the Directorate of Community Education is the post-literate income generating programme, which has been on going for almost two decades and which will be upgraded in the next five year development plan as an important contribution to the national poverty alleviation effort.

A final category is made up of the equivalency programmes for primary and junior secondary education. The Paket A literacy learning programme has long provided elementary school equivalency examination opportunities, however, recently a special equivalency Paket A programme was developed to cater for the 7 to 12 year age group, who dropped out of primary schools or who, for one reason on another can not attend primary schools. In the context of extending compulsory basic education to 9 years, Paket B recently designed to provide equivalent out of school education to those youngsters who for one reason or another can not attend formal Junior High-School.

In summary, Indonesia presently operates five categories of continuing education, i.e.:

(1) programmes improving quality of life
(2) programmes promoting individual interests
(3) future oriented programmes
(4) post literacy, income generating programmes, and
(5) equivalency programmes.

In accordance with the Education Law of 1989, continuing education is an integral part of the Indonesian system, which needs to constantly develop and adjust to the changing requirements of Indonesian overall development and the labour market.

3. The Package B Programme

In 1989, in response to the new Education law, the Directorate of Community Education (Dikmas) developed and began to test Paket B, a non formal equivalent of a junior secondary education programme which would provide both general and vocational education for primary school leavers and lower secondary dropouts. Learning materials have been drafted to cover seven academic subjects, religion, sports and art/culture, equivalent to the subjects taught in junior secondary schools. The programme also include a vocational component, for which some 40 self-instructional skill manuals have been drafted. Pilot implementation of this program began in late 1990. The program was intended for the 13-15 years population, however, in actuality older students were accepted as well.

Several provinces with low junior secondary education participation rates would not wait for the results of the pilot programme. In the academic year of 1992/1993 those provinces started to implement Paket B on a large scale with their own budget.

In 1994 the GOI revised the primary and secondary education curricula, therefore, the Paket B programme was also revised accordingly. The new instructional modules are less complicated, in order to make them easier for the students to understand. They were written by classroom teachers instead of teacher trainers. Outstanding teachers who were given special training in writing simple course materials were selected on the basis of sample course materials they wrote during the training period. The selected teachers were then assigned to write the modules. The new course materials did not include the vocational component yet. This will have to be written by local people to meet the needs of skills for local employment. Paket B students are not expected to continue schooling after graduation, however, if they want to do so they can sit in state equivalency examinations and obtain a junior secondary school certificate. The vocational component of Paket B is therefore regarded as an important part of the programme, to ensure that after graduation the students already possess some skills for employment or self-employment. Further training may be needed, which will be provided by courses or by income generating programmes in continuing education.

Tutors were selected from among primary or secondary teachers. If they are not available, other people who meet the criteria for tutors can be recruited.

4. Early Childhood Development

Another major Education for All area is that of Early Childhood Development. The Government realised early on that the universal provision of pre-school facilities in the form of institutions such as kindergartens simply was not feasible in a country the size of Indonesia. While the Ministry of Education and Culture is planning a dramatic increase in pre-school facilities, full access for all remains a goal beyond this decade. A different and innovative strategy was therefore designed: one that would empower poor mothers and communities with knowledge and skills allowing them to interact with and provide mental stimulation for the very young child, i.e. the 0-3 year old child. Co-ordinated by the Office of the State Minister for the Role of Women with the National Family Planning Co-ordination Board (BKKBN) as operational agency and implemented by NGOs and women's organizations, the programme became known as Bina Keluarga Balita (BKB), enhancing the role of women in comprehensive child development. Close to 1.3 million mothers in some 18,500 villages have been trained in the programme.

In summary, the Indonesian approach to early childhood development is unique in a number of ways. Firstly, it focuses on the 0-3 year rather than the 3-6 year old children.

Secondly, it aims at educating mothers and communities in early child stimulation thus avoiding expensive solutions such as institutions. Thirdly, it is implemented entirely through NGOs and women's groups and thus is very much seen as "belonging" to the community. Fourthly, it has successfully combined parental monitoring of physical and mental growth via the introduction of unique child growth and development chart based on milestones in Indonesian child development. And fitfully, in 1991, President Soeharto elevated the BKB programme to a "National Movement" thus giving it the highest status and importance possible in Indonesia.

V. SOME ISSUES AND EFFORT TO INCREASE HOME AND COMMUNITY ROLES

Based on our experience pointed that school, home, and community could well-cooperate if school actively looks for some ways to work together with home and community in improving student-learning as well as meet an input and participation in planning and supplying for all levels. To achieve these objectives, school can materialize them by:

- Creating a friendly school atmosphere
- Communicating positively with home and community
- Supporting student-learning at home
- Organizing school programmes for home and community
- Evolving activities together with the Assistant Board of Education and Implementation (BP3)
- Arranging parent-teacher meeting individually with every family
- Using community as resource person and volunteers at school and at home
- Taking students to do a field research in the community
- Involving schools in community activities
- Exploiting local applied model of study field in giving the lesson
- Discussing the important community matters with students
- Taking a part of family and community in giving suggestion and in a school decision making
- Developing partnership with entrepreneur, community and religion group
- Pushing financial contribution and contributing in other form
- Recognizing family members and the participated community in student-learning
- Documenting and sharing experience the successful participation in education

These are activities implemented by try-out schools in six Provinces on Information Education and Communication (IEC).

Teaching Learning Process:

- Compulsory programme having task and organized homework
- Parent-teacher meeting to support the learning
- Positive communication with family; student certificate, and connected book
- Using resource person
- A field visit for students to learn

School:

- Principle "Our door is always open"
- School-community programmes with the Assistant Board of Education and Development and Student Organization; School Opening; Devotion Work; Parent Education; Parent Supporter Group; Student Display; Concert; Sports; Charity Fair
- School-Community Calendar
- Teacher help family "Something difficult is overcome"
- Volunteer and partnership programmes to work and to learn
- Student organization (grade IV - V)

Community Forum:

- The Advisory Board to increase education awareness and support education to get input from leaders and education planners (Regency and Province)
- School Upgrading Board to increase education awareness and to support education to the quality at school (Subdistricts and Group)
- Inter Organization Board to increase education awareness and to support education and coordinate child and family (All levels)
- The other Community Board and Educators take a part in assisting others (DPR, LKMD, Yayasan, Dewan Kesehatan, Kampanye KB, Kelompencapir, Rapat di Balai Desa dll.)

School Clusters:

- Expanding and filling the successful of teacher's group meeting (KKG), head teacher's group meeting (KKKS) and supervisor group meeting (KKPS).
- Administrative support for volunteer and partnership programmes
- Social awareness and public relation
- The collection of perception from businessman, university as an input for the annual plan.

District and Subdistricts:

- Training programme
- Supervision, data collection, school activity report
- Introduction programme
- Gathering point of view, entrepreneurship and perhaps from university as an input for annual planning

Province and Regency:

- Policy in issue/general problem, volunteer problem partnership and board problems
- An idea and participation needs in all levels in the annual plan
- Community relation and recognition campaign
- Data collection, report, evaluation and feedback
- Organizing annual meeting with universities and mass media
- Developing local substance curriculum

National:

- Justice issue/problem for poor and remote areas
- Meeting and good documentation
- Community relation with mass media and community forum
- Forum with society figures and education experts
- Developing education program through

Annex : 1 The Scheme of the National Education System of Indonesia

<table>
<tr><th>Age</th><th>Year</th><th>Stages</th><th>Level</th><th colspan="7">In-School</th><th>Out of School</th></tr>
<tr><td>27</td><td>21</td><td rowspan="3">Doctor</td><td rowspan="9">Higher Education</td><td rowspan="9"></td><td rowspan="9">[illegible]</td><td rowspan="9"></td><td rowspan="3">S3</td><td colspan="3" rowspan="5"></td><td rowspan="9">OPEN UNIVERSITY</td></tr>
<tr><td>26</td><td>20</td></tr>
<tr><td>25</td><td>19</td></tr>
<tr><td>24</td><td>18</td><td rowspan="2">Post Graduate</td><td rowspan="2">S2</td></tr>
<tr><td>23</td><td>17</td></tr>
<tr><td>22</td><td>16</td><td rowspan="4">Under Graduate</td><td rowspan="4">S1</td><td rowspan="4">POLY</td><td colspan="2"></td></tr>
<tr><td>21</td><td>15</td><td rowspan="3">ACA</td><td>D3</td></tr>
<tr><td>20</td><td>14</td><td>D2</td></tr>
<tr><td>19</td><td>13</td><td>D1</td></tr>
<tr><td>18</td><td>12</td><td>3</td><td rowspan="3">Secondary Education</td><td rowspan="3">GSS</td><td colspan="2" rowspan="3">VSS</td><td rowspan="3">RSS</td><td colspan="2" rowspan="3">OSS</td><td rowspan="3">SSS</td><td rowspan="3">Course and Training</td></tr>
<tr><td>17</td><td>11</td><td>2</td></tr>
<tr><td>16</td><td>10</td><td>1</td></tr>
<tr><td>15</td><td>9</td><td>3</td><td rowspan="9">Basic Education</td><td colspan="7" rowspan="3">Junior Secondary School</td><td rowspan="3">Package B Programme</td></tr>
<tr><td>14</td><td>8</td><td>2</td></tr>
<tr><td>13</td><td>7</td><td>1</td></tr>
<tr><td>12</td><td>6</td><td>6</td><td colspan="7" rowspan="6">Primary School</td><td rowspan="6">Package A Programme</td></tr>
<tr><td>11</td><td>5</td><td>5</td></tr>
<tr><td>10</td><td>4</td><td>4</td></tr>
<tr><td>9</td><td>3</td><td>3</td></tr>
<tr><td>8</td><td>2</td><td>2</td></tr>
<tr><td>7</td><td>1</td><td>1</td></tr>
<tr><td>6</td><td></td><td>OA</td><td rowspan="2">Kindergarten</td><td colspan="7" rowspan="2">Pre-school</td><td rowspan="2"></td></tr>
<tr><td>5</td><td></td><td>OB</td></tr>
</table>

Note	GSS	General Secondary School
	SSS	Special Secondary School
	VSS	Vocational Secondary School
	POLY	Polytechnics
	RSS	Religious Secondary School
	ACA	Academy
	OSS	Official Secondary School
	D1,2,3	Diploma 1,2,3

Annex 2: illiteracy among population aged 10 years and above by age category and gender, 1980-1994

Age Category and Gender	Number of Illiterates (in thousands)			Percentage of Illiterates		
	1980	1990	1994	1980	1990	1994
10 - 44 years						
Male	5481	2835	NA	13.7	5.5	NA
Female	10794	5736		26.2	10.9	
Male + Female	16273	8571		20.0	8.2	
45 years and above						
Male	4859	4093	NA	43.4	33.9	NA
Female	8952	8830		76.2	56.4	
Male + Female	13811	12923		59.8	45.2	
10 years and above						
Male	10340	6928	5.602	20.2	10.4	7
Female	19746	14566	13.304	37.2	21.3	17
Male + Female	30086	21494	18.907	28.7	15.9	12.1

Sources: Central Bureau of Statistics (CBS). 1980 Population Census. Series S No. 2, Tables 18.1-18.3. 1990 Population Census. Series S No. 2. Tables 21.1-21.3

Japan

1. A Brief History of the Development of School Education

The present Japanese school system was established in 1947, in accordance with the recommendations of the US Education Commission, soon after the end of World War II.

It provides for nine years between the ages of 6 and 15 of compulsory education: six years of elementary school and three years of lower secondary school followed by a non-compulsory three-year upper secondary school and four-year college education. This 6-3-3-4 system of formal education has been put into operation for almost half a century with minor modifications of the system in 1962 by introducing a five-year technical college for graduates from lower secondary schools, and special training schools in 1976. For preschool education, there are two kinds of institutions: one is a kindergarten under the Ministry of Education, Science and Culture (MOESC), and the other is a day nursery, which is under the Ministry of Welfare.

Universalization of Elementary and Secondary Education

Schooling for the first nine years is compulsory, and attendance ratio has been almost 100% since the system was introduced. Furthermore, the current ratio of students going on to upper secondary schools is beyond 95%. Thus, you may say that the elementary and secondary education in Japan has been universalised.

School Curricula

The basic framework for school curricula is outlined in the Course of Study issued by the MOESC for each of three school levels: elementary, lower secondary and upper secondary. Each school organizes its own curriculum in accordance with the Course of Study, and in due consideration of the real environment of the school and its locality.

The Course of Study for elementary and lower secondary schools consists of Subjects, Moral Education and Special Activities. All subjects in elementary school are required subjects while there are a few Elective Subjects in lower secondary school.

Upper Secondary Education

All students who have completed lower secondary education are entitled to apply for upper secondary schools or college of technology. In 1995, 96.5% of the students went on to upper secondary school. The courses of upper secondary schools can be classified into two: the general and the specialized. General Course provides general education for those who intend to advance to higher education as well as those who are going to get employment but have chosen no specific vocational area. Specialized Course is intended to provide vocational or other specialized education for those students who have chosen a particular vocational area as their future career. It includes courses such as technical, business, agricultural, fishery, domestic arts, nursing, etc. In 1994, 74% of all students were enrolled in General Course, while 26% of students were in Specialized Courses, in particular, business, technical, agricultural and fishery courses in order of the number of students enrolled.

Prevalence of the School-related Syndrome

The development of upper secondary education in terms of the number of students has been remarkable. Those students who went on to upper secondary schools increased year by year from 58% in 1960, 82% in 1970, 94% in 1980, 95% in 1990 and 97% in 1994. Against the background of this quantitative expansion, namely increase in the number of students, there emerged, and continue to do now, a chain of so-called school-related syndrome such as high drop-out, *ochikobore* or those students who have fallen seriously behind in their studies, school refusal, bullying, vandalism, etc.

School Refusal

There is a marked increase in the number of students who, whenever they think about going to school, begin to suffer from autonomic ataxia or psychogenic troubles such as headaches, fever, nausea, yawning even in the morning, and chronic irascibility and ennui, and are unable to leave home. It has been suggested that these symptoms develop in response to the intensification of such problems as bullying among students, competitive internal and external examinations, and the administrative rigidity over school regulations and school curriculum.

Drop-outs

Statistically, drop-out in compulsory education is very small. The reason is that drop-out is banned by law as a disciplinary measure for students at national and public schools of compulsory education. Drop-outs at upper secondary school amounted to 112,933 students in 1991, and the figure of drop-out students has continued to vary from 107,000 students to 113,000 students or from 2.1% to 2.4% of the total number of upper secondary school students throughout the country.

Remedies for the Syndrome

There have been repeated calls, particularly at the secondary education level, for diversification, more flexibility and individualization in terms of curriculum, teaching methods, school management, so that these syndromes may be cured. These issues gained renewed attention by the report issued in 1991 by the Central Council for Education entitled Educational Reforms for the New Era. The council called for the development of a comprehensive and integrated curriculum that would not be bound by the traditional distinction between a general course and a vocational/specialized course. On the basis of the proposal, several new types of upper secondary schools or courses began to be introduced. A comprehensive school, a credit-based school and a comprehensive course get conspicuous among them.

2. The Current Roles and Functions of Schools in Changing Society

Changes in the Working Environment

Rising advances in technology, required technological innovation, modifications in job classifications ⦶ all these changes require the need for continuing education and training. Japan has been trying to respond to these issues by means of technological innovation, the prevention of unemployment and the effective activation of existing manpower, etc.

Unemployment is one of crucial problems that Japan is facing, although it continued to maintain a relatively low unemployment ratio of 3.2% (May 1996). Japan is either being driven to withdraw from particular industrial departments or forced to abolish existing departments as a result of defeat in international competitiveness due to the lower production costs of developing countries. Therefore, there is an urgent need to introduce continuing education and retraining for the workers affected by these trends.

In Japan, where certain provisions have already been made to cater to in-company education and training, this has mainly taken place in the large companies, whereas in medium and small companies there are many difficulties to be overcome before such type of education and training can be fully institutionalized.

Changes in the Living Environment

Since people's average life-span has been significantly extended and there has been a reduction in the number of working hours, certain new issues have emerged in relation to the way old age and leisure time are spent. In particular, in the case of women, cuts in house-keeping activities due to electrical and electronic devices, the reduction in time spent on child-care due to the decrease in the number of children, and the comparatively longer average amount of time remaining to them has meant that they tend to have more leisure time at their disposal than men. Thus, the increases in free-time has ushered in changes in the life-style of people and brought about modifications in the design of living.

At the level of the family, a decline in the birth rate causing small number of children per household, the dominance of the nuclear family and a reduction in household work due to the increase in mechanization at home, etc. are observed. As a result, we are witnessing the enhanced social status of adult women, and there is a certain amount of tension occurring owing to changes in the home environment, where men have dominated, based upon the long-sustaining Confucianism, to not a little extent. At the level of local community, the greatest concentration of population and industry has been in large cities, because they provide job opportunities and amenities, with the reverse trend of population depletion mainly in rural areas. Also there has been in urban centres an increase in pollution and destruction of our natural surroundings, a deterioration in public safety coupled with ever-increasing commuting distances which altogether have signaled a general downward trend in our overall living environment and a decline in the level of community consciousness. On the other hand, this overcrowding phenomenon combined with the population decrease in certain rural areas, has led to some difficulty in maintaining the social fabric of these communities. In both these cases, a new community structure and the creation of a community spirit have become urgent necessities. In addition, the overflow of information within our information society, the confusion regarding the question of values in our multi-value society, the high degree of loneliness present within our high density society, and the problems of alienation in our intensely management-oriented society are in evidence. In order to remedy this situation, it is essential to bring more feeling of satisfaction to human life, and to make people wish for greater self-fulfillment, and to this end such aspirations may be effected through the medium of lifelong learning.

Environmental Changes on a Global Scale

In addition to the national problems, there are in Japan a number of international problems which require lifelong learning to be on a global scale. They include, for example, the dwindling of our energy and other resources, the lack of food and famine, industrial radio-active contamination, all of which are threatening the existence and harmonious development of the earth as a Global Village in which all human being are destined to live. Furthermore, in addition to this host of world problems, the most urgent measures and issues required by lifelong education in Japan involve education for immigrants, overseas Japanese students and those having returned from overseas, and foreign workers.

With the expansion of political, economic and cultural exchanges a large number of foreign workers, legal and illegal, from developing countries, and certain education has been urgently required to enable citizens and school children alike to receive these foreigners into society. In the wave of internationalization, the issue of how to educate people to be internationally minded, while not losing their identity as Japanese, is gaining in importance.

School Education to Respond to Changing Society

1) Prevalence of the 'Disease of Academic Background' Syndrome

In Japan, an individual's social and occupational status is generally considered to be determined not only by the level of education completed, but also by the rank and prestige of the particular university he or she has attended. Factors such as class, race, religion, wealth are not so significant. A person's educational career, on the other hand, provides a convenient determinant of status. In the public perception, each of the higher education institutions is ranked in a hierarchy. Ranking is considered to be measured by the difficulty involved in passing the entrance examination. The passage from lower secondary school to upper secondary school, and from upper secondary school to college is not automatic. It requires formal application and entrance examinations. Preparation for these examinations becomes the dominant concern of most students and their parents all over the country.

Since the 1970's, the incidence of bullying, drop-out, vandalism has rampant, but there has been no clear explanation for the frequent occurrence of these school syndromes. A host of combined factors such as the excessive emphasis on entrance examinations, problems resulting from changes in the life and cultural environment of children, the reduction in informal and non-formal educational power within the family and community, and so on are thought to have helped to deprive children of the opportunity to play together in groups, and hence to find outlet for their energy .

2) Countermeasvres of the Government: Educational Reform

Japan is now in the middle of major educational reforms. The scope of this reform covers almost all areas of education.

In the two decades spanning the 1970's and the 1980's, people began to feel that education had been partly to blame for some deterioration in the nation's social fabric. Such issues as the enforced uniformity of schooling at the elementary and secondary stages that is believed to stifle individuality, create frustrations and contribute to an increase in anti-social behaviors in schools and the drop-out rate, bullying, *ochikobore*, had to be remedied. The Government at that time, therefore, made educational reform, together with financial and administrative reform of government, one of the three major issues of national concern now and for the 21st century.

Establishment of the National Council on Educational Reform

In August 1984, the Government set up a National Council on Educational Reform, which was an advisory body to the Prime Minister and had a three-year mandate to August 1987. The Council presented four successive reports during its term. In the four reports, the Council offered a great many recommendations for educational reform. The current educational policies and practices are, as a whole, based on these recommendations.

The main recommendations offered by the Council are classified and arranged under the following headings:

A. Transition to a lifelong learning system
B. Reform of elementary and secondary education
C. Reform of higher education
D. Reforms for coping with internationalization
E. Reforms for coping with the information age
F. The issue of the beginning period of the school year

G. Reform of educational administration and finance

In Section A, while emphasizing the importance of correcting the adverse effects of placing undue emphasis on a person's educational background, the Council recommends that

> *"In the future, people should conduct their learning activities throughout life on the basis of their formal education and in accordance with their spontaneous will," and that "With a view to ensuring the transition to a lifelong learning system, we need to develop and improve the whole range of educational systems and opportunities now widely available in the home, the school, the community and elsewhere in our society."*

In Section B, the Council makes the following recommendations:

> *"(a) Elementary and secondary education should provide young people with a foundation for lifelong learning. It plays an important role in fostering in young people the basic qualities required for their character formation, in having them acquire basic and fundamental knowledge and skills needed for cultivating a rich personality and a positive social attitude, and in developing genuine academic abilities, strong bodies and generous minds and the willingness and aptitude for voluntary and independent study. (......)" and further*

> *"(b) Children should be enabled to fully acquire the basic and essential knowledge and skills for creating a sound basis for character formation throughout life. They should be assisted in developing the capacity for independent learning. To this end, emphasis should be placed on the following: fostering creativity, judgment, ability to think, and power of expression.(......)"*

The Lifelong Learning Promotion Law and National Lifelong Learning Council

In July 1990, the Lifelong Learning Promotion Law was enacted. The major provisions of the law concern the duties and roles of the national and prefectural governments in the promotion of lifelong learning and the establishment of Lifelong Learning Councils at both national and prefectural levels. The National Lifelong Learning Council was established in August 1990 as an advisory organ to the Minister of Education, Science and Culture. The Council has so far submitted two reports. In its second report in April 1996 entitled "Measures for Enrichment of Lifelong Learning Opportunities in the Community" in which, in particular, it emphasizes the need for further collaboration between school education and social education, and for that the Council newly proposes the term 'Fusion of School Education and Social Education' to be used in place of collaboration.

In summary, it may be concluded that educational reform in Japan under the banner of the master concept of a lifelong learning society possesses some remarkable features in that it is tending to move in the direction of decentralized control, greater diversification of institutions and opportunities, less uniformity and standardization of the curriculum, more flexibility in teaching and more individualization of instruction.

Changing Roles of Schools within Lifelong Learning Structures

The National Council on Educational Reform proposes that a lifelong learning society in Japan be a 'society in which one can freely choose various learning opportunities at any time and at any place throughout one's life and where the outcomes of such learning receive proper evaluation.' In accordance with the proposal, various measures are being introduced to ascertain and then satisfy the learning needs of a wide range of people by providing them with varied and diverse learning opportunities.

In 1993, at the elementary and secondary education stages, the majority of schools opened up their functions and facilities to the community in one way or another for the purpose of lifelong learning, namely, 93.5% of elementary schools, 88.7% of lower secondary schools, and 59.7% of upper secondary schools. Modes of the provision are diverse: these include the placing of facilities such as gymnasiums, swimming pools, libraries and classrooms which are in surplus owing to a decrease in the number of children at the disposal of citizens, and the offering of extension courses on various themes.

In 1992, a new Subject Life Environment Studies was introduced in Grades 1 and 2 in elementary school. This new subject is designed to develop children's basic abilities and attitudes toward living and learning through direct learning experiences. In this sense, the subject is deemed to be a simple but purposive first step toward lifelong learning in the field of school education.

3. Existing learning resources within communities

More than a decade has passed since decline in the educational functions of families and communities and an excessive reliance on school education became evident in Japan. There is increasing concern about the resulting lack of opportunities and time for young people to enjoy rich experience of activities in every day life and to prepare for the participation in the society.

In order to compensate their lack of opportunities, various educational activities for youths have been organized in and out of school, making use of existing learning resources; social education facilities and organizations, human resources, and the natural and cultural environment surrounding the young people.

In the context of school education, efforts are being made under the new Courses of Study, which are based on a new concept of scholastic ability, to remedy the inadequacy of experience in everyday life and hands-on activities through such measures as to establish "life environment studies" as an elementary school subject and the expansion of outdoor nature classes and labor-experience learning.

It is also considered necessary to seek for the ways to enable young people to enjoy a rich variety of experience in the context of out-of-school activities. However, the analysis of the present situation of participation of school children in the various out-of-school education gives us a different picture; here also the emphasis is put on learning activities to supplement the formal schooling.

Out-of-school education facilities and organizations for youths can be classified into 1) public, 2) non-profit making private and 3) profit making private youth education facilities and organizations.

1) Public facilities and organizations

Public facilities and organizations for youth education include those established by national, prefectural and municipal governments and municipal syndicates. Following facilities are recognized as social education facilities established as a center for the upbringing of youth and organizing group activities for youth.

Youth Houses (*Seinen-no-Ie*)

Youth Houses have been built since 1959 to help young people develop sound minds and bodies by providing them opportunities for social training, physical training and outdoor activities. There are two types of Youth Houses; residential and non-residential ones.

Residential Youth Houses are usually located in natural environments for the residential group training of youths. In 1992, there were 262 residential Youth Houses, of which 13 were operated by the national government, 102 by prefectural governments, 135 by municipalities and 12 by municipal syndicates.

Non-residential Youth Houses are for exchange and study among youths living in urban areas. In 1992 there were 162 such Youth Houses, of which 10 were operated by prefectural governments and 152 by municipalities.

Children's Nature Centres (*Shonen Shizen-no-Ie*)

Children's Nature Centres have been established since 1979 as centers for children's outdoor activities and residential group training. In 1992, there were 308 Children's Nature Centres over the country, of which 3 were operated by prefectural governments, 188 by municipalities and 6 by municipal syndicates.

Cultural Centres for Children

Cultural Centres for Children have been established to promulgate scientific knowledge and exhibit cultural properties for children. There were 71 Cultural Centers for Children in 1992, of which 3 Centers were operated by prefectural governments, 78 by municipalities.

The National Olympic Memorial Youth Center

This is a national institution for youth education under direct control of the Ministry of Education, Science, Sports and Culture established in commemoration of the Tokyo Olympic Games of 1964 making use of the facilities in the "Olympic Village". It functions as a core of youth education activities conducted by various facilities and organization throughout Japan. It provides training for youths, youth education instructors and the others in charge of youth education and collaborates with the other facilities and organizations of youth education. It also conducts survey and research on youth education.

Other youth education facilities under control of the Ministry of Education, Science, Sports and Culture

There are other facilities or organizations for youth education named Children's Science Hall, Youth Hall, Children's Village, Children's Hall, etc. In 1992, there were altogether 449 such facilities, of which 15 were operated by prefectural government and 433 by municipalities and one by municipal syndicate.

About 20 million children and youths used these out-of school education facilities and organizations in 1992. This figure indicates that more than 90% of students from elementary schools to universities have used one of these facilities once in the year. (MESC, Social Education Survey, 1995)

Since many of these facilities are located in remote rural area, the number of those who can access to them are limited. With the introduction of five day school week (once in a month from September 1992, and twice a month from April 1995), these facilities have been making special programs for the weekend activities for youth, which expects participation of not only school children but also the parents and other people in the community.

Besides these facilities, there are also other facilities for youths which are not under control of the Ministry of Education, Science, Sports and Culture and thus not recognized as 'educational facilities'. For example, there are Children's Centres (*Jidokan*) which are under control of the Ministry of Health and Welfare. These centers are established usually at municipal levels and employ children's recreation workers to organize children's leisure activities after school or on holidays. It also functions as after school day care center for lower grade elementary school children whose mothers are working. There are about 3800 such facilities all over Japan. (edit. Siichiro Miura et.al., "Lifelong Learning in Japan: An Introduction", Tokyo, 1992)

2) Private non-profit facilities and organizations

Private non-profit educational facilities and organizations for youths include such groups as the Boy Scouts League of Japan, the Youth Red Cross of the Red Cross Japan, youth volunteer groups registered in All Japan Social Welfare Council, etc., which are conducting ecological activities, international exchanges, welfare activities and other various activities. There are youth groups of religious organizations such as the YMCA League of Japan, the YWCA League of Japan, *Soka Gakkai*, etc. as well.

There are also autonomous children's groups in almost every residential block called '*Jidokai*', but the range of activities and the commitment of children and parents differ greatly between groups, and most of them are inactive these days because of the lack of adequate leaders.

3) Private profit facilities and organizations

Private profit making facilities and organizations for out-of-school education include supplementary schools or cram schools (*Juku*), sports classes and other private lessons.

According to a survey conducted by the Ministry of Education, Science, Sports and Culture in 1993, average of 23.6% of elementary school pupils and 36.4% of lower secondary school pupils go to cram schools in accordance with their needs to supplement studies at schools, to prepare for entrance examinations to higher schools or for other reasons. The cram schools can be classified into several types; Preparatory *Juku*, Supplementary *Juku*, Comprehensive *Juku*, Relief *Juku* and Personality-Building *Juku* (M. Yuki, 1986/ NIER OCCASIONAL PAPER 01/86 "Out-of-School Supplementary Education in Japan",1986) . Compared to the same survey conducted 8 years ago, those who are studying at cram schools had increased about 7% point for the elementary pupils and about 10% point for the lower secondary pupils.

As for the private lessons, 76.9% of elementary school pupils and 28.3% of lower secondary school pupils are taking lessons in such fields as calligraphy, abacus, music, dance, art, foreign language, sport and etc. It also increased 6.2% and 0.9% points respectively in 8 years. The most popular among elementary school pupils are the lessons of sports (50.4%; swimming 29.2%, soccer 7.4%, *Judo* and *Kendo* 7.3%, baseball 5.5%) , then , calligraphy (43.4%), music (42.0%; piano 42.0%, electronic organ 37.1%, violin 0,9%) and abacus (18.2%) follow. On the contrary, lower secondary school pupils take the lessons of music most (49.2%; piano 41.0%, electronic organ 6.1%, violin 0.9%) and calligraphy (33.2%), sports (20.1%; *Judo* and *Kendo* 7.3%, swimming 4.2%, soccer 2.5%, baseball 2.2%) and abacus follow. It is pointed out that more children are taking lessons of sports compared to the survey of 8 years ago.

Besides, 0.9% of the elementary school pupils and 4.8% of the lower secondary school pupils are learning at home with home tutors, and 11.7% of elementary school pupils and 11.8% of lower secondary school pupils are taking interactive correspondent learning courses at home.

Altogether, 84.4% of elementary school pupils and 77.8% of lower secondary school pupils are participating in at least one of the above mentioned out-of-school learning opportunities. There is a tendency that more girls participate in private lessons and correspondence courses, and more boys go to cram schools. And the older the children get, the number of those who go to cram schools increase. (MESSC 1994)

4. Searching for the link between school, home and the community

Until recently an ideal concept of partnership between school and non-formal education called social education in Japan was expressed in a key word; "*Gaku-Sha Renkei*" (Co-operation between School Education and Social Education), which means the functions of school education and social education should be supplementary; each of them should demonstrate its own educational functions, and cooperate with and supplement each other. There is a discussion now among the policy-makers to shift the concept from "Co-operation" to "Fusion" or "Harmony" (*Yugo*), which means to do away with various barriers and borders existing between school and social education facilities or the community as a whole and to include every resources to improve the quality of education and learning to meet the lifelong learning needs of every individual and the society.

One of the measures to harmonize school, home and community recommended in the latest report of the Council of Lifelong Learning is to make use of human resources in the community in various education activities. (Council of Lifelong Learning, "Report on the measures to enrich lifelong learning opportunities in the community", April 1996)

In order to allow people outside of school with special knowledge and skills to be brought into the educational arena, the Special Certificate System and the Special Arrangement for Part-time Teachers Without Teaching Certificates were established. In 1994, total of 2328 people taught under this system. Most of them are teaching in upper secondary schools but there is a plan to increase such teachers in lower secondary schools as well. It is considered that teaching by people outside of school on the basis of their own experience allows educational content to be diversified and helps to foster individuality in education. It is also recognized that it has advantages in terms of career guidance, since students gain a better understanding of occupations and society.

In some prefectures and municipalities, general citizens and volunteers are involved in various educational activities as instructors in and out of school. Here are some examples of such programs:

"Teaching supporters dispatch program" by the Yamagata prefectural board of education

This is a program to dispatch registered specialists who are the residents of the community to selected schools to help teaching of various subjects (24 days in a year for elementary schools and 18 days for lower secondary schools). Usually the lessons are given in the form of team teaching with full-time school teachers. The prefectural board pays the specialists transportation fee and compensation.

"Junior high seminar" of Yufuin-machi, Ohita prefecture

The Yufuin-machi board of education conducts "Junior high seminar" twice a month after school (19 days in a year). The program in the seminars are arranged based on the survey on the needs of lower secondary school pupils and voluntary instructors give lessons at schools or at a Central Citizen's Public Hall.

At present, there are such courses as tea-ceremony, flower arrangement, cooking, rock band, etc. The activities offered in the seminar are considered as included in school club activities.

"Iizuka-shi human resources dispatch program" of Iizuka-shi, Fukuoka prefecture

The Iizuka-shi board of education collect volunteers among those who finished the Senior Citizen's University and Senior Citizen's Graduate School of the community and dispatch them to elementary and lower secondary schools when there are any demand from the side of schools. The dispatched volunteers support instructions of sports and recreation, as well as lessons of crafts, calligraphy, drawing, etc. The volunteers participate in a workshop held before and after going to schools to get more knowledge on the present situation of school education.

"Community school program" of Ichikawa-shi, Chiba prefecture

Every school in Ichikawa-shi invites citizens and specialists in social education facilities in the community as instructors. They support such educational activities as teaching in "living environment studies", "social studies", "science" and various club activities, and collaborate in "experience learning" and collecting teaching materials about the community. They also carry on such community activities as opening of school facilities to the community, conducting extension courses, lectures, camping and hiking which aim at fusing school, home and community in one. Special committee for overall planning of the program is established at the city level. Each school have also organized a Community School Committee composed of teachers and other staff of the school, representatives of PTA and autonomous committee, sports instructors, etc.

These examples are still innovative in Japan, but are expected to be expanded to other schools as well in the near future.

CONCLUDING REMARKS

1-1 In order to strengthen the partnership between school and the community especially to solve the problems among Japanese children mentioned in the first section of this report, excessive division of the role of school, home and the community should be avoided. In this context, vertical administration system should be reconsidered. There should also be a mechanism which every partner or every citizen in the society could participate in the decision making of the planning of education in and out of school, and in the actual process of education and learning.

1-2 To flourish such mechanism mentioned above, school and the community should both increase their transparency so that all the people in the community could be aware of the problems concerning the school and children in the community and reflect their opinion on children's education.

1-3. In order to promote such conditions and to implement concrete measures, it is necessary for every partner in the society to change the traditional concept of school, education and learning by introducing the new concept of 'lifelong learning'. Such change is mostly expected for those in charge of school education.

2-1. As a precondition for opening up of schools to the public and for the establishment of successful interchange between teaching staff and community, it is necessary that there be agreement among teachers and also among teachers and citizens, so that there may be mutual understanding between schools and the community with respect to the lifelong learning society. (This is particularly so in Japan, where only two decades or so ago a school was regarded as a 'holy precinct' or a 'kingdom' in which teachers in general tended to avoid visitors from outside.

2-2. A Council for Promotion of Lifelong Learning is recommended to be set up in the community inviting, in addition to professionals, representatives from various walks of life in the community in order to reflect needs and ideas of community people in the measures for promotion of lifelong learning.

Malaysia

1. Introduction

The Asia-Pacific Rim is a centre of growth and development. Malaysia, as part of the Asia-Pacific Region, is also faced with rapid and dynamic development in the economic, political and social arenas as well as swift technological changes. In addressing these global changes and challenges of the 21st century Malaysia needs to take a quantum leap to attain the status of a fully developed and united nation as envisaged in Vision 2020. In a rapidly changing global environment, knowledge and skills are undoubtedly critical factors for ensuring a nation's success in economic development. In line with this, Malaysia has focused on the development of human resource through investment in education and training. This calls for a critical review of Malaysia's education and schooling system both formal as well as non-formal. The partnership of school, home and community is a key factor in ensuring the efficiency, effectiveness, and quality of the delivery systems.

In Malaysia, formal education refers to the national education system which encompasses the pre-school, primary, secondary and tertiary levels under the Ministry of Education while non-formal education refers to that provided outside the Ministry of Education by other government agencies and private institutions. This report focuses on the public schools in the formal school system at the pre-school, primary and secondary levels and its links between home and community and its relationship to other non -formal learning institutions. In the context of this paper "community" refers to the general public which includes individuals, groups and parents. The non-formal institutions comprise various government agencies such as the Ministry of Rural Development, Ministry of Youth and Sports, museums and libraries at the state and national level. Though there is private sector involvement in education in Malaysia at all levels i.e. pre-school, primary, secondary and tertiary, this is not going to be dealt with in this paper. This paper will establish the mechanisms and procedures to improve school, home and community partnerships, problems, issues and trends from the Malaysian perspective.

2. Formal schooling system and its relationship with non-formal modes.

2.1 Formal Schooling system

Malaysia has a centralised system of education. The structure of the education system is based on a 6-3-2-2 system of formal education, representing 6 years of primary, 3 years of lower secondary, 2 years of upper secondary and an additional 2 years of post secondary education. Primary education is conducted in three different media of instruction namely, the Malay Language, Chinese and Tamil. Secondary education is offered exclusively in the Malay Language. Pupils from the Chinese and Tamil medium schools undergo a year of transition class to acquire sufficient proficiency in the Malay Language before entering Form One. Beginning from January 1996, this requirement was reviewed whereby pupils who performed well in the Primary School Assessment at the end of the sixth year would be promoted directly to Form One in the secondary school system.

Pre-school education is not formalised throughout the country. Pre-school education is mostly conducted by the private sector in the urban areas and various government agencies. The Education Bill 1995 included pre-school education as part of the national education system.

In Malaysia there is universal primary and lower secondary education but it is not compulsory. Education at both the primary and secondary levels are free and this has enhanced accessibility to education. In Malaysia, the general principle is that pupils are to be educated in accordance to the wishes of their parents. This democratisation of education provides the freedom of choice to parents to enrol his or her child in any "type of primary school[1] ".

In Malaysia, universal primary education is almost reached, with a high participation rate of 99% at the primary level. There is a high transition rate (ranging from 84% through 89%) from primary level to Form One. At the lower secondary level the participation rate averages 83 % but there is a marked reduction in the transition rate from Form Three to Form Four. This is the result of the national level Lower Secondary School Assessment at the end of Form Three. The transition rate from Form Four to Form Five is high (ranging from 88% to 98%).

Malaysia emphasises the inculcation of strong moral and ethical values in education. These moral values are infused and integrated with the other subjects in the Integrated Primary School Curriculum and the Integrated Secondary School Curriculum. Home and community as partners of school have their part to play in reinforcing the inculcation and instilling of moral and ethical values.

Before independence, educational development was influenced by the education policies of the colonial master, which was to maintain the status quo of the different communities in Malaysia. There was no attempt to develop a national system of education. This policy resulted in separate school systems for the Malays, Chinese and Indians at all levels. It was in the English medium schools, that children of different ethnic groups came together. The educational programme in these English medium schools followed the British model.

The guiding principle in the formulation of Malaysia's education policies is to achieve national unity in a multi-ethnic, multi-cultural society. The community's consensus was sought and considered in its formulation and passed in Parliament. This began with the review of the education policy by a Special Committee under the chairmanship of Tun Abdul Razak. The Report of the Education Committee, 1956, (Razak Report) became the basis of the present education policies. Thus a national education system was established, based on a Malayan orientation with national language as the main medium of instruction, a common content syllabus in all school and common examinations.

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[1] In Malaysia primary schools have three media of instruction, viz. Bahasa Malaysia, Chinese and Tamil. Bahasa Malaysia medium schools is referred to as National Primary School, Chinese Medium Schools as National-Type Chinese Primary School and Tamil Medium Schools as National-Type Tamil Primary School.

In 1960, a Review Committee (Rahman Talib Report) raised the school leaving age to 15 years. The Razak Report and the Rahman Talib Report laid the basis of the Education Act 1961. The Cabinet Committtee Report 1974 (Mahathir Report) and the Education Bill 1995 also focused on achieving national unity. The education policy also caters for the needs of the home and community, and while Malay is made the national language, it ensures that the language and culture of other communities is preserved and sustained.

2.2 Non Formal Education

In the Malaysian context, non-formal education is learning programmes conducted outside the formal system and not under the purview of the Ministry of Education. It is not under any specific ministry and is conducted by various government, semi-government and private agencies.

Non-formal education is organised with specific objectives to serve target groups such as school dropouts and illiterate adults. It is structured and has a continuous instruction which is flexible in terms of time and period of study, content, method of delivery and evaluation procedures. Informal education which is 'incidental' and not organised, with the purpose for lifelong learning, is not included in this definition of non-formal education

Non-formal education programmes conducted by the Community Development Department under the Ministry of Rural Development are:

2.2.1 Adult Education Programme:

Under the adult education programme activities are undertaken to educate illiterate people. Some of these activities include adult reading classes, writing skills and basic arithmetic. Reading materials are chosen in relation to things that are related to their daily life. Communities where there are a number of illiterate identified and the government provides teachers for them. The Community Hall is used as the classroom.

2.2.2 Functional and Post Literacy Programmes

The Functional and Post Literacy Programmes are conducted as part of the adult literacy programme but at an advanced level. These programmes are designed such that they will attract adults to these classes. The learners will continue earning an income while attending these classes. Knowledge, skill and information about their daily jobs will be imparted to them through these programmes. This is a co-ordinated programme whereby the Ministry of Rural Development invites other Ministries and Departments to talk on their specific areas.

2.2.3 Parenting skills

These programmes are designed to give parents an understanding of their children's needs and to help them be good partners in their children's learning activities. In this case the National Family Planning and Development Board and the Ministry of Health are invited as guest lecturers.

2.2.4 Women's Education

Programmes under Women's Education include the management of resources, budgeting and controlling of family income, food and nutrition, infant and maternity care, income generating programmes, (e.g. craft learning,) personal hygiene and environment cleanliness.

2.2.5 Pre-school Programme

These programmes are designed for the development of the child in the context of total development in the social, emotional, physical, intellectual and moral aspect. Learning through play as a method to initiate and gain children's interest in learning is used in this programme.

Non-formal education is generally organised as adult literacy programmes, pre-school programmes, agricultural extension, education of women and outreach programmes, upgrading of skills, religious education as well as general literacy and enrichment programmes. Non-formal programmes conducted include fundamental education concerned with environmental hygiene, family health and nutrition education. Vocational training programmes are concerned with skills in farming, animal husbandry, fishing, trades and crafts, entrepreneurship and management. Social education programmes focus on character development, civic consciousness and patriotism, moral and religious education.

2.3 Linkage between formal and non-formal education

There is no direct linkage between formal and non-formal education in Malaysia. There is no mechanism linking the two. Each operate independently attending to separate clientele. Formal education plays a more predominant role with non-formal education playing a complementary and supplementary role.

3. Schools in A Changing Society

The rapid changes in the global environment pose challenges to sustain continued growth of the nation. Consequently, this necessitates a review of approaches to sustain continued growth which amongst others hinges on the development of knowledge and skill formation. It is imperative that education and training be relevant to the changing environment as well as preparing the human resource to be flexible and adaptive. Schools as a major delivery system of formal education in Malaysia play a critical role in shaping and developing the human resource with the necessary knowledge especially in Science and Technology, skills essential for the information age, positive attitudes and strong moral values as well as to prepare the students for a changing environment. Malaysia views development of our nation as one in our own mould based on our values and culture.

The mission statement of the Ministry of Education is "to develop a world class quality education system which will realise the full potential of the individual and fulfil the national aspirations." In order to achieve this, schools have to strive to improve quality in all aspects i.e. curriculum and co-curriculum to the global level. Schools have to redefine their standards of quality indicators to match the desired world class quality (this is not static). This involves re-engineering the relationships between schools, home and community in order to utilise all available resources as partners in education to attain this world class quality.

This re-engineering of the relationships mentioned above involves the conceptualisation of school in a multi dimensional perspective with linkages to community . Our school system is undergoing reforms and the community is seen as critical in achieving our goals. Moral, ethical and religious values infused and emphasised in Malaysia's primary and secondary curriculum need to be supported and reinforced by the community and home. Schools have to be more open in accepting community involvement in education. Malaysia recognises the need to strengthen links between school, home and community. However, there are clear boundaries for community involvement where the community does not interfere in the administration and governance of schools.

One of the salient reforms of the Education Bill 1995 is the inclusion of pre-school education in the national education system. This would extend the principle of universal education to the pre-school level. The involvement of home and community with school especially in pre-school is encouraged.

The rapid technological changes especially in information technology has a global impact. Malaysia plans to establish a Multimedia Super-Corridor covering Kuala Lumpur City Centre, Putrajaya, the new government administrative centre and Kuala Lumpur International Airport. This future scenario of high information technology in multimedia requires a generation of citizens competent in multimedia information skills and the Ministry of Education has to make concerted efforts for such education. The present ratio 21:79 of students taking Science and Technology to those taking non-Science and Technology subjects, needs to be reversed. The future direction would be to achieve a ratio of 60: 40. Besides measures taken by the Ministry of Education, schools, home as well as community can play an important part in realising this by promoting and ensuring students opt for Science and Technology subjects. Parents can cultivate and encourage their children's interest in Science and Technology by exposing them to Science and Science related exhibitions, talks, books, multimedia and computers. Parents can also encourage and steer their children to opt for Science and Technology. The business community such as ESSO currently sponsors co-curricular activities such as Science camps, quizzes, and there are also efforts by other private corporations through exhibitions in this field.

In line with the focus on Science, Technology and Mathematics, various measures were initiated by the Ministry of Education to improve student achievement in these subjects. Despite the Ministry of Education's commitment to computer literacy limited resources has restricted in the provision of computers to all schools. In this respect home and community can be partners with schools in supporting computer literacy and multimedia information resource centres. This is currently occurring with PTA's active involvement in providing financial and hardware support in establishing computer clubs in schools.

The current shift in educational reforms is to prepare students to be adaptive and flexible for a changing environment. The change from the traditional knowledge-based, factual learning to critical thinking skills, analytical and communicational skills as well as the integration of moral and ethical values amongst others, need the support and reinforcement by home and community.

4. Mechanisms Linking School, Home and Community

Firstly, the clarification of the term "community" as used in this paper . The word "community" has a broad coverage, meaning the public, the Malaysian society in general and in this context refers to the National Collaborative Council, Community Brigade, business community, the alumni or in certain cases known as the " Old Boys' Association", the Board of Governors, uniform groups, voluntary groups, non-governmental organizations, civil leaders, philanthropists, and concerned individuals or groups/ foundations . Parents are also part of the community but in this discussion parents have been treated as a separate group as parents have direct interest in their children's education. The community as clarified above encompasses a broad spectrum of groups and individuals. In this context community does have links with school, however, not all schools have links with all the groups mentioned. The links between school and community can be depicted as in Figure 1.

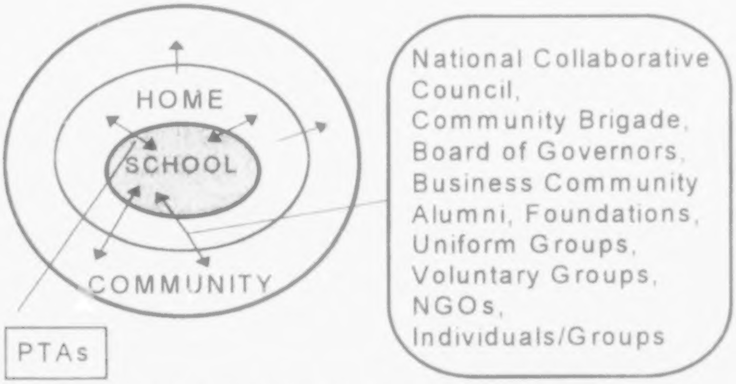

Figure 1. Links Between School and Community

The school as the smallest unit and focal point is represented by the smallest circle. The home which forms the second concentric circle has direct links with school as parents have direct interest in their children's learning experiences in school. Likewise the school has direct links to parents and looks to them for support. This two-way relationship is depicted by the two-way arrow. The home is part of the community and this is indicated by a one-way arrow linking home to community. The community as clarified which encompasses a broad spectrum of groups forms the third concentric circle. There is also a two-way relationship between the community and school.

4.1 Links Between School and Home

The Ministry of Education has stipulated that all schools establish a close rapport and co-operation with parents and the community through Parent-Teacher Associations (PTAs) and the Board of Governors. All schools have established PTAs and only government-aided National-Type Chinese Primary Schools and former mission schools have Boards of Governors. The Board of Governors will be discussed in relation to links between school and community in 4.2. The links between home and school as depicted in Figure 1 indicate a two-way relationship.

Though there is a formal link between school and home through the PTAs, informal links as well as individual contacts exist. The partnership of the home and school varies from school to school depending on the strength of the linkage. This strength can be seen from the involvement of parents (home) in PTA activities and school organised activities.

Schools realise the need to gain the support and co-operation of the home i.e. parents to improve not only the physical infrastructure of schools but the quality and effectiveness of schools. Through activities organised by the PTA's in collaboration with schools, the home comes in contact with schools. In most schools in Malaysia, PTAs are active in fund raising activities which have in a large part complemented the government's efforts to further improve the school. School PTA's have raised funds for school improvement of physical infrastructure such as assembly halls, additional classrooms, canteens, 'surau[2] ', and multi-purpose courts for games amongst others and often fund school beautification projects. They have also contributed to curriculum development and provision of equipment and materials such as computers, books, audio-visual materials and air conditioners for school resource centres and computer clubs. Other activities of PTA's include student excellence awards, support school bands, contribute prizes for school sports. PTA's have various sub-committees e.g. fund raising, welfare, library, etc.

PTA meetings are called periodically and is a forum for the home to engage in dialogue with schools to further improve the school in all aspects. It is found that many parents have little interest in the activities of the PTAs. Many do not attend PTA meetings and PTA activities do not receive much support.

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[2] Surau is a place for prayers for Muslim students to perform their religious obligation

Schools often invite parents through letters for school events such as the Open Day, Speech Day, Sports Day, religious celebration and others. The response of parents varies from school to school and the time parents are willing to set aside to attend these school events. In general where the links between school and home are strong the response is encouraging, while where the linkage is weak the response is poor. As a rule of the thumb a 20 % turnout by parents is considered good.

Earnest efforts are often made by schools to invite parents for dialogue sessions to discuss their children's academic progress as well as development in the co-curriculum and discipline aspect. This is often done in schools on the occasion of the school's Open Day or report card/book collection day. There is a high turnout of parents in most schools for this occasion as the school gives strict orders to students to ensure this. This is a good occasion for the school and home to exchange information and monitor the child's mid-term progress as well as find ways to enhance the child's performance in school in all aspects before the end of the year.

In general, parents contacted do make an effort to discuss with the school ways to improve or overcome learning difficulties or find an amicable way to resolve discipline cases. Where the case warrants, home visits are made by the senior assistant in charge of student affairs, the discipline teacher or the class teacher.

In Malaysia, it is widely accepted that the child's education is the concern of the school and teachers, and presently there is a gradual move to involve parents in the learning process. One study in Malaysia found that parental involvement such as inspecting homework, examining school grades and rewarding children for success in studies have a considerable impact on the educational achievement of primary pupils[3].

There is a move to involve parents in their children's learning such as the home reading programme undertaken by the Educational Technology Division. This is an encouraging initial move to involve parents to read with their children. There is however no nation-wide programme initiated and instituted to involve parents in collaboration with school in the child's learning as is done in some Western countries.

The Report of the Cabinet Committee (1979) has recommended that PTA activities be revamped so that the aims of this association can be more satisfactorily achieved, and this includes the question of bringing forth the desired discipline among the school pupils. It also urges parents and teachers to be exemplars of good behaviour so as to reinforce the values taught in schools. The Seventh Malaysia Plan (1996-2000) explicitly encourages greater parental involvement in pre-school education.

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[3] Leong Yin Ching and others. (1990). Factors Influencing The Academic Achievement Of Students in Malaysian Schools.

4.2 Links Between School and Community

Links between school and community take various forms. Some of these listed below are indications of these links.

4.2.1 Board of Governors

Government-aided[4] National-Type Chinese Primary Schools, former mission schools and some premier national secondary schools have Boards of Governors. These schools were established on mission land owned by missions or land owned by philanthropists or the Chinese community who put it in trust under a Board of Governors. The members of the Board of Governors are chosen from community leaders and are not necessarily parents of children in the school. The role of the Board of Governors is an advisory and supportive one. The school reports to the Board of Governors on matters relating to the school performance and achievement but the Board has no authority over school management and governance . The Board of Governors does not interfere in the administration and management of the school.

The Federal Government gives matching capital grants to these schools to build new blocks for classrooms or educational purposes as they are unable to raise the entire estimated amounts. These schools seek the assistance from the Board for school improvement in terms of physical infrastructure or curriculum development. Endowments to schools from philanthropists are sought by Board members who are influential community leaders capable of raising and contributing substantial sums of money for school improvement. The Board of Governors work behind the scene and is an invaluable source to the schools concerned to further improve the school.

4.2.2 Community Brigade

The Community Brigade is set up in schools as a collaborative effort involving all sectors of the local community to contribute to the development of school educational programmes and the realisation of the aims of the National Philosophy of Education.

Membership of the Community Brigade comprises local community leaders, representatives from the private sector , personnel from the security forces, former students, representatives from the local institutions of higher learning, personnel from the health services, representatives from the religious department, Associations and other organisations. They could be for example the Village Headman, officials from the District Office, the Head of Local Council Board, members of State Executive Councils, Corporate leaders from multinational companies, district police, PEMADAM (organisation to combat drug abuse), health officers, officials from the Religious Department and Rakan Muda (Young Partners).

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[4] Federal Government provides grants for subjects and other charges recurrent as well as pays the teacher salaries but the land belongs to the Board of Governors.

Besides contributing to the physical development of the school, the Community Brigade and the school jointly share the responsibility for the education and spiritual development of students. This partnership gives top priority to excellence in the academic and spiritual aspects, espirit de corps, feelings of ownership, care and concern. Its strength is in its material contribution, moral support, provision of expertise and a strong community spirit. This is a bridge connecting the outside agencies to school and linking them in a co-operative and collaborative manner. The Community Brigade also assists in handling discipline problems such as truancy. This Community Brigade is also set up at district, state and national levels.

4.2.3 Collaborative Council

The National Collaborative Council (Majlis Permuafakatan Kebangsaan), and the State Collaborative Council are consultative councils following the same conceptual model as the Community Brigade described above. The scope of concern is wider covering all aspects such as curriculum, co-curriculum , teaching learning and the total environment. The National Collaborative Council comprises amongst others, community groups as mentioned for Community Brigade, Teacher's Union, PTAs, community leaders, NGOs, and civil leaders. This national and state level Collaborative Council is set up under the Ministry of Education.

4.2.4 Business Community

In Malaysia there is a small number of businesses or companies having community programmes among which education or schools are given due regard. Toray Industries Inc. Japan, British Petroleum (BP), Shell, IBM, Tetrapack, Sime Darby are among the business community who see it as their responsibility to contribute to education and school. The business community sponsors school projects, give awards or cash prizes to outstanding students, teachers or schools, funding school sports complexes and conduct courses to train students and teachers.

The "Young Entrepreneur Programme" under the Ministry of Education in collaboration with American-Malaysian Chamber of Commerce is an example of business community involvement in education. Several multinational and Malaysian companies are involved in training students of selected schools to be entrepreneurs.

4.2.5 Alumni

The alumni or sometimes known as the 'Old Boys Association' is a network of former students. This group actively supports the school in terms of raising funds for school improvement projects such as giving grants for the school resource centre, assists in raising the academic performance of school, involvement in school beautification projects and the welfare of needy students. The alumni has been a strong support group for premier schools in Malaysia.

4.2.6 Others

There are other groups comprising voluntary organisations such as Rotary Club, Lions Club, Foundations, Non-Governmental Organisations (NGOs) which provide financial and material assistance to school as well as leadership and awareness programmes amongst others. Some sponsor student exchange programmes with other countries. Individual philanthropists have also contributed to the improvement of the school. Some schools are 'adopted' that is under the care of the local police department/station to check on discipline problems.

The school does contribute to the community by undertaking community service projects and co-operating with other community organisation's activities namely social, cultural and religious as well as beautification and environmental projects. One example is a school's project to clean up a nearby river. The community often requests for the use of school facilities, services of school staff and students for their community projects. This includes the school hall, sports facilities, field, teachers and uniformed bodies.

5. Problems, Issues and Trends

5.1 Problems

Although there are linkages between school, home and community in Malaysia, there is a need to further strengthen the already existing links as well as explore and initiate new ones. Let us now begin with an evaluation of the existing links and problems.

The problems are as follows:

- Indifference of parents to activities organised by PTAs and school. Poor response from parents for PTA meetings, fund raising efforts and participation in social, cultural and religious activities in school. This indicates the weak link between school and home.
- Lack of strong support from the home and community to the Ministry of Education's emphasis on Science and Technology. The home and the community have a part to play in realising the Ministry of Education's target of a 60:40 ratio of students in Science and Technology to non-Science and Technology.
- Discipline problems in schools. Truancy, smoking, drug addiction, disrespect for teachers, delinquency are among some of the problems facing schools today. A study conducted by the Ministry of Education (1994) found that the number of disciplinary cases at the secondary level is very small (less than 10% of the actual secondary students) and insignificant. However there is a need to curb this unhealthy trend. In this respect parents have a key role to play in instilling discipline, and reinforcing moral values. The community through various organizations such as the PTAs, the police help alleviate this problem. This strong support from parents and the community is lacking.

- Schools are not ready for parental involvement in the classroom. This parental involvement is especially relevant in the case of special education, pre-school and primary education. In the Malaysian context parents are not involved in their children's learning in the classroom.
- There is no direct link between the formal and non-formal system of education. Both have programmes operating independently of each other and for different clientele. There is no overall consolidation or connection to each other. Libraries and museums are rich resource centres that could be linked to schooling in a more direct and meaningful manner, supporting the learning experiences in schools. With the rapid technological changes taking place such as the Internet the schools of the future could access the resources in our libraries and museums.

5.2 Issues

From the above problems, several issues can be highlighted :

- The openness of the school to accept the home and the community as 'partners in education'. The lack of flexibility in our centralised system of education in Malaysia make such partnership difficult. Up to this point, the home and community collaboration with the school is limited to improvement of physical infrastructure, co-curriculum, hardware and software for curriculum, organisation of social and religious activities and improving discipline. In essence a caring, supportive and mutually beneficial relationship between all parties should be encouraged. Interfering, hostile and fault-finding relationship pits one party against the other.. Parents in urban areas can be demanding, critical and protective of their children and PTAs interfering in school management, demanding transfers of certain teachers. The boundary of spheres of authority is clearly drawn where the home does not interfere with school administration and management. Malaysia's vision of forming a caring society would mean promotion of a caring and supportive relationship between the school and community.
- The readiness of the home to be partners with the school. This depends on the profile of parents, the locality, commitment and availability of the parents. In urban areas, parents are generally better educated than the rural areas and they are articulate in their views on how schools should be run. Social class could be a factor influencing the relationship with schools; whether it is a relationship of equals or one of professional and client. Urban, middle class parents are better equipped than rural, working class parents in their children's learning activities but may not be available or willing to volunteer their time. The poor attendance at PTA meetings and low participation in PTAs or school organised activities indicate that Malaysian parents are not fully ready for 'partnership' with schools.
- The level of education at which collaboration between the home and the school is best suited . Studies of experiences in several countries showed active

collaboration of the home and the school at the pre-school and first grade level. This is to ensure continuity and a smooth transition to formal schooling after the first grade. The home and school partnership is also relevant to special education for children with special needs and handicaps. Malaysia is still at the early stage, however, it encourages parental involvement of parents at the pre-school level.

- Links between formal and non-formal education. At present Malaysia does not have any established links between formal and non-formal education. Formal education is well provided for as there is almost universal primary education and a high level of participation at the lower secondary level. Non-formal education carried out by various government agencies need an integrated link with formal education to meet future human resource needs.
- School to work transition. The collaboration between the school and the community would help to define the curriculum and skills taught in schools such that they are relevant to job market needs. The participation of the local community such as business community is actively sought in designing the curriculum through the Collaborative Council. However, attachments to government agencies or private corporations to gain working experience and skills is not part of the formal education. The Ministry of Education has taken some initiative in incorporating into the curriculum generic skills and fostering collaboration with the private sector. One such example is the 'Young Entrepreneurship Programme'.

5.3 Trends

In the Malaysian context the trends are as follows:

- With limited resources available to schools, schools would have to harness the resources from home and community to further improve the school in all aspects. Schools have close links with PTAs, Board of Governors, alumni and other organisations for fund raising projects to improve the physical infrastructure, acquisition of hard and software for curriculum, development of co-curricular activities amongst others. This fosters a close co-operation and collaboration between school, home and community.
- Strengthening of the network of links between the school, the home and the community at the local, district, state and national level formally as well as informally. At the school level PTAs link the school to the home. There is currently a move towards forming district, state and national level PTAs. Schools are currently a focal point for community activities and provides a chance for people in the neighbourhood to meet and socialise especially in the large urban centres. It serves also as a centre for parent-teacher conferences to further improve the academic achievement as well as for the social and moral development of the students. Some schools through the initiatives of the PTA committee members have received aid from private corporations.
- Encouragement of home involvement at the pre-school level. The Education Bill

1995 has formalised pre-school education. In addition, the Seventh Malaysia Plan (1996-2000) has made financial provisions for pre-school education and explicitly encourages parental involvement in pre-school education. This would mark the start of home involvement with pre-school.

- A sharing of experiences, expertise, facilities and training programmes to foster partnership and collaboration of school, home and community in education. The Ministry of Education has often tapped on the expertise and experience of members of organisations such as professional bodies, universities, NGOs in designing school curriculum. Schools have often gained from the sharing of expertise and experience of members of organisations such as PTA, alumni, and uniform groups, in co-curricular activities. The secondary school curriculum attempts to link home to community through the 'local studies' component in History and Geography. This component taps the experiences and knowledge of parents, local leaders, utilisation of libraries and museums amongst others. The public libraries, for instance, can play a very important role in being a central community library to serve the area and schools around it. These libraries can complement the information needs of schools. The variety of programmes like story telling, puppetry, drama, short writing, poetry reading and writing, are all healthy educational activities complementing the formal education system. Collaboration with community can be achieved through utilising the vast number of government department libraries, libraries in the private and the corporate sector. All of these libraries while catering to the needs of their immediate community will also provide information to those who need it for a purpose. Museums are another rich source of information. The National Museum in Malaysia has undertaken projects to expose children to historical and cultural artifacts. Museums conduct informal education through exhibitions, workshops such as mask making, copper tooling and wood carving.
- Encourage regional exchange programmes and sharing of experiences to strengthen links between school, home and community. Malaysia participates at regional conferences, seminars and workshops to share and learn from experiences of countries in the region .
- Adopt student exchange programmes on a national and regional level as a strategy to galvanise collaboration between school, home and community as well as from non-formal learning institutions. Plan student exchange programmes that would involve the home (foster parent), school and members of the community. Malaysia has to come up with a proposal for student exchange among ASEAN countries.
- Strengthening links between formal education and non-formal education through multi-media information technology such as the Internet. Malaysia has its own national network known as JARING. These networks would make information more accessible.

6. Conclusion

There are established links between the school, the home and the community in Malaysia. The experience of Malaysia in this area is determined by the history of our formal and non-formal education system. Malaysia has a strong formal education system and links have been established between school, home and the community. The non-formal education system complements the formal education system.

Malaysia is still at an early stage of fostering collaboration and partnership between school, home and community. The path chosen is as outlined above, however, in the face of a rapidly changing environment, modifications and new initiatives to further strengthen links between school, home and the community are considered with the Malaysian perspective in mind.

New Zealand

1 INTRODUCTION:

New Zealand is a small country with an area of 270,500 square kilometres and population of 3.5 million, (a similar in size to Japan but with about 3% of its population). More than 80% are of European descent, 12% are indigenous (Maori), whilst the remainder, from other countries, include 5% Pacific Islanders and 1% Asian.

2 STRUCTURE OF FORMAL SCHOOL SYSTEM

Schooling can be considered in 4 stages:

0-4 years-old	Pre-school
5-12 years-old	Primary
13-17 years-old	Secondary
18+ years-old	Tertiary

The range of forms of schooling within these stages is shown as Figure 1 on page 102.

3 STATE AND PRIVATE SCHOOLS

The main form of schooling in New Zealand is through the state schools. Catholic schools (about 10% of schools) were integrated into the state system about 20 years ago. A few private independent schools still exist; these cater for about 5% of students and in general are owned by Protestant Christian groups

4 MAORI EDUCATION

Maori Education is an outstanding example where government responded to community pressure. This has resulted in a number of initiatives that aim to improve the generally low achievement of Maori people in the state system. These include:

Kohanga Reo (Pre-school language nests)

These early childhood centres offer programmes based on total immersion in Maori language, culture and values for pre-school children. Nearly half of all Maori children enrolled in early childhood education in 1995 attended Kohanga Reo. Enrolments in Kohanga Reo have steadily grown with an increase of 41% between 1990 and 1995. There are currently 738 licensed and 36 unlicensed Kohanga Reo in New Zealand.

Maori medium

Maori medium education is where students are taught in varying degrees of Maori language immersion, from partial immersion (where up to 50% of the instruction time is in Maori) to total immersion. In 1995, 444 schools offered Maori medium programmes.

Kura Kaupapa Maori (Maori Schools)

Kura Kaupapa Maori schools were established to cater for children coming from Kohanga Reo. They are Maori medium schools in which the principal language of instruction is Maori and the total curriculum is based on Maori values, philosophies, principles and practices. By 1995 thirty-eight Kura Kaupapa Maori schools had been set up and the government is opening five more each year.

Bilingual Units in High Schools

These have been established in a few secondary schools to meet the demand by Maori parents for their children to learn in Maori as many curriculum areas as possible.

Traditional non- formal and formal schooling for Maori

Traditional Maori education for children until about age 13 was mainly the responsibility of the family. Much of this early instruction was received from grandparents which was a convenient result of three generations of the family living together. At adolescence the sources of education broadened; children learnt by helping their parents in manual tasks. their language was influenced by the public speakers and orators of their family and tribe, and some were apprenticed to skilled crafts people. A high standard of education was given to the children of chiefs and priests by selected members of the tribe. In addition to this, some children of high rank gained access to "whare wananga" which may be thought of as Maori universities where some of those famous for their learning gave courses in higher education. Graduates from whare wananga were respected as much as university graduates are today.

This traditional education disappeared firstly as formal schooling was introduced by the British Colonialists (some Maori schools had been opened by missionaries, the first in 1816), and secondly as education become compulsory (to age 12 in the 1940's, to age 15 until 1993, to age 17 in 1997) .

5 MODERN NON-FORMAL EDUCATION OUTSIDE THE SCHOOL

A number of institutions such as libraries, museums, and art galleries have taken initiatives in the field of education. Early initiatives (in the 1940's and 1950's) included travelling science displays and library collections. Some of the present initiatives are considered below.

Learning experiences outside the classroom

This concept of education outside the school was extended by the Ministry of Education in 1994, beginning the first annual round of calling for proposals and selecting contractors to provide Learning Experiences Outside the Classroom. Programmes to date have covered all the essential learning areas, although science and technology have been targeted by a large number of providers. Currently there are 23 programmes under way and these include art galleries, local museums, geological museums, maritime museums, science and interactive museums, observatories, zoos, and parks

Sport and Recreation

Competitive team sport (rugby, netball, hockey, soccer, tennis, cricket, rugby league and basketball) has always played a role in New Zealand education and many individual sport competitions (swimming and athletics) also receive attention. These competitions are organised both within and between schools. These activities may occur during sport periods, but often involve after-school practice and Saturday competitions.

Since about 1970 this emphasis has been extended to include school camps, tramping, boating, canoeing and a whole range of adventure and challenge activities/initiatives. Many of these are organised in co-operation with agencies outside the school (e.g. churches, sports clubs) and they often occur during the school holidays.

Culture

Visits to theatres (live and cinema) and other cultural activities are done in three ways. Firstly, groups who are often sponsored by various social organisations, may visit schools where children can watch their performances (e.g. drama shows, puppet shows, and Maori cultural performances). Secondly, school classes or groups may be organised to visit local theatres , museums or such meeting places to watch performances there. Thirdly many schools stage concerts where the focus may be on music, drama, opera, or cultural performance and parents and the community are invited to attend these.

Competitions

Local, regional and national competitions are available too for those children or schools that may wish to participate. These competitions, exhibitions or fairs are generally organised by subject associations, cultural groups, and other interested organisations. Some focus on mathematics and science, some on writing, others on business and on cultural activities.

Work experience and extension courses.

In most secondary schools students have the opportunity to become involved in the wider community by participating in extension courses. All secondary schools get the opportunity to apply to the Ministry of Education for the Secondary, Tertiary Alignment Resource (STAR) funding in order to provide these courses which offer work placements of varying length to the students. They provide the students with practical preparation for the reality of work, assist the students with matching their abilities and interests with different jobs, make the students aware of their readiness to enter the work force and they guide them in future career decisions. Extension courses include activities such as automotive engineering, food and beverage service, nannying, secretarial work, child-care, internal and external decorating, introduction to flying and tourism.

Further to this course, work experience is also available. No funding is involved with this scheme, just good will on behalf of the employers. Links are made between the school and the business community and students are given the opportunity to experience being involved in a place of work, either by shadowing or hands-on work.

Work days

Work days are fund-raising initiatives taken by schools which involve all students working for wages for one day, these wages being paid to the school. This activity also helps to foster school community links and involve students in a non-formal way.

6 CURRENT ROLES AND FUNCTIONS OF SCHOOLS

In the 1960s schooling was based on liberal and humanitarian values. The principal aims were academic, social and personal growth. In the 1990s the perspectives taken by bureaucrats has moved to one of economic rationalisation with much more emphasis given to education and training for work and for the advancement of the economic environment. As part of this shifting role, the administration of schools has moved from a centrally-organised one to a system where every educational institution has its own board of trustees who are expected to fulfil many obligations laid down by central government.

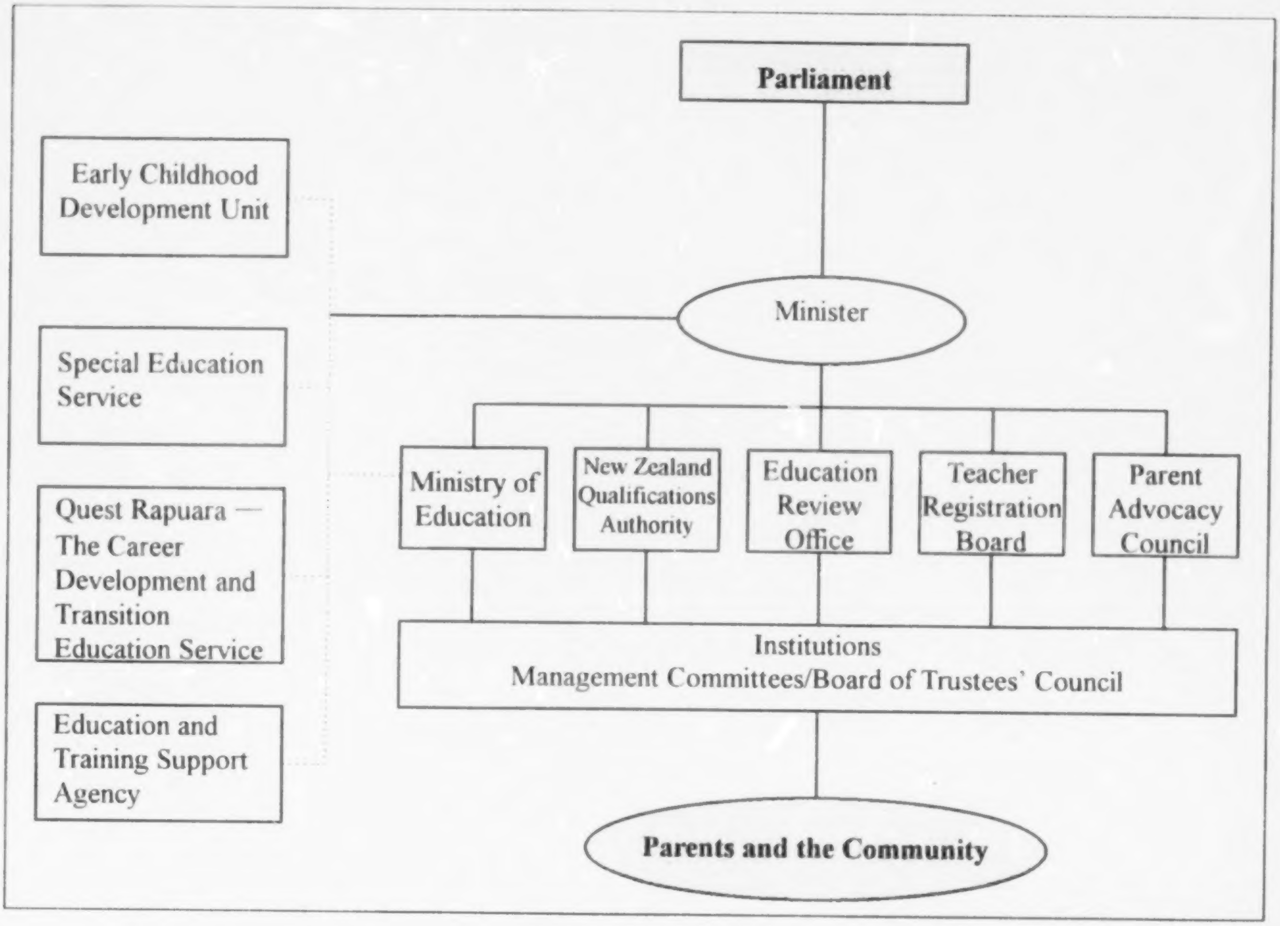
7 GOVERNANCE-NATIONAL LEVEL

In 1989, the Department of Education which had administered education for over a hundred years was disestablished. It was replaced by six agencies responsible for administering early childhood and compulsory education: the Early Childhood Development Unit; the Education Review Office; the Ministry of Education; the Special Education Service; the Parent Advocacy Council; and the Teacher Registration Board.

In 1990, three further agencies to administer the post-compulsory sector of education were established. These agencies are: the Education and Training Support Agency; the New Zealand Qualifications Authority; and Quest Rapuara, the Career Development and Transition Education Service.

Of these nine separate organisations, the Ministry of Education, the New Zealand

Qualifications Authority and the Education Review Office are the three main bureaucracies that have a notable affect on schools.


Parliament
Early Childhood Development Unit
Minister
Special Education Service
Quest Rapuara — The Career Development and Transition Education Service
Education and Training Support Agency
Ministry of Education
New Zealand Qualifications Authority
Education Review Office
Teacher Registration Board
Parent Advocacy Council
Institutions
Management Committees/Board of Trustees' Council
Parents and the Community

The Ministry of Education administers all educational institutions (from pre-school to tertiary) and advises government on virtually all aspects of compulsory and non-compulsory education. It does not provide services to educational institutions.

The New Zealand Qualifications Authority is concerned with all educational qualifications for school learning certificates to advanced trade and academic awards. (Only the universities still have autonomy but this situation may change.)

The Education Review Office regularly reviews the performance of schools and early childhood centres against the requirements in legislation, government regulations, school charters, agreements and policies. It role is not to inspect teachers or to provide advice.

8 GOVERNANCE-SCHOOL LEVEL

In 1989 when educational administration was re-structured, boards of trustees were formed by the Government. These replaced the 12 education boards which administered all primary schools and the boards of governors which administered high schools. More details on boards of trustees is given in **section 11**.

9 CONCERNS

With the restructuring of education a number of concerns arose. These include:

Funding

The change in governance has been accompanied by more responsibility and control being given to schools but no significant increases in resources. The shortfall means that some schools are unable to do many things that they would like to regard as normal.

Equity

Schools in well-to-do areas are able to supplement government grants and make use of non-formal learning facilities while disadvantaged schools (e.g. working class and rural schools) are not able to do so. This highlights a concern regarding the lack of adequate equity funding in a society that used to regard itself as egalitarian.

Accessibility

Related to funding is the difficulty that some schools have in accessing non-school facilities e.g. museums. This is of particular concern to rural schools.

Other concerns

These include the amount of work and responsibility that parents and communities have found themselves carrying since the devolution of responsibility.

10 LINKS BETWEEN HOME SCHOOL AND THE COMMUNITY

In New Zealand the support parents give to their children's learning and to school has always been valued. The changes to education that were made in 1989 have resulted in parents taking a more active role and now we have many parents working in partnership with schools and teachers. This happens in three main ways: the Boards of Trustees, the Parent-Teacher Associations, and through numerous school-parent communications

11 BOARDS OF TRUSTEES

Each school is governed by a Board of Trustees, which is elected every three years by the school's community of parents.

The Board consists of the Principal, five nominated and elected parents, and one staff member elected by the staff. In addition there can be up to four people co-opted to provide particular expertise (financial, managerial, etc.) or to provide better representation (e.g. in terms of gender, ethnicity, or social class). In secondary schools there can also be one elected student representative, and for schools not owned by the state, two members nominated by the owner of the school.

Each Board decides how it will govern the school but it must ensure that the school has a "charter" containing the local aims, objectives and purposes for the school and its community. This charter is written within government guidelines, is approved by the Ministry of Education, and is reviewed from time to time.

The salaries of ancillary staff and senior management staff, allocation of operational funds which include all financial obligations apart from the salaries of teaching staff are all the responsibility of the Board of Trustees. The Board of Trustees make decisions on what resources are to be allocated to ensure that the objectives set can be met, on the appointment of staff, and the aims and practices of their school.

In the rare event of a school not being able to form a Board of Trustees, the Ministry of Education will appoint a Commissioner who will run the school until it is appropriate for a new board to be elected. Such an event may be caused by the resignation of a Board of Trustees or dismissal of a Board of Trustees due to poor performance.

Consultation with the school and its community is an important role of the Board of Trustees of a school. This should be an ongoing process and should be followed by prompt feed back and clear documentation which can readily be accessed. Consultation plays a vital role in establishing partnership between a school and its community. Feedback to the parent community ensures a continued interest, motivation to assist and a feeling of being valued. The Principal of the school is the over all manager and is responsible to ensure that policy set by the Board of Trustees is carried out. The Board of Trustees sets policies relating to reporting to and consulting with the school community and produces guidelines for communication between members of the school community and the Board of Trustees.

There is a national Schools Trustees Association which communicates with Boards and provides some training opportunities for new board members.

12 PARENT-TEACHER ASSOCIATIONS

Schools usually have another group of parents who work with them to promote home and school links. Such groups are Parent-Teacher Associations (although some are called Home School Associations or Friends of the School). A national Parent-Teacher Association exists which produces a magazine to inform parents about educational issues.

An important function of Parent-Teacher Associations is to raise funds for the school so that additional resources can be purchased. Fund-raising activities include raffles, school fairs, and social events. School fairs are important social events where the school and its community working together organising stalls, side-shows, entertainment, and food.

13 SCHOOL-HOME COMMUNICATION

There are a number of other ways that the school communicates with parents and the community, these include:

Meet the teacher evenings

These are held at the start of the school year so that parents can meet their children's teachers and teachers can explain the programme, the school organisation, and their expectations. Questions and answers usually follow and then the classes come together and the Principal introduces the whole staff to the parents and makes some more general comments.

Parent-teacher interviews

These provide a regular opportunity for parents to discuss their children's progress, strengths and needs with the teachers. Often the students attend these meetings too although that decision is made by each family. Other staff such as the principal, the deputy principal and the teacher responsible for "English for speakers of other languages" are also available for interviews.

New parents' morning teas

Often a Parent-Teacher Association will organise an informal morning tea to welcome new parents, give them a tour of the school, and encourage them to spend some time in the classrooms finding out what is going on in the school. In other schools this may take the form of an "open day" or an "open evening" and in some instances they are more likely to focus on helping parents understand the changes being made to the curriculum. Many schools go further than this and have an "open door" school policy that encourages parents to visit the school at any time.

Notice Boards

Notice boards within the school and in the wider community are sometimes used to communicate information about the activities of the board of trustees, the Parent-Teacher Association, and other school events.

Newsletters

Regular newsletters are sent home to parents. These come in different forms. Some come from the board of trustees and may include questionnaires to survey parental views. Some come from the Principal and relate to such things as management matters, school events, and requests for assistance. Others, from the classroom teacher and the children in the class, relate to class activities.

Suggestion boxes

To ensure that communication is a two-way process and that everyone has the opportunity to express their thoughts, some schools have a suggestion box so that parents (and children) can make suggestions by writing them down and posting them. This provides them with the opportunity of making suggestions without feeling that they are interfering or are drawing attention to themselves.

Parent support groups

A number of schools have set up parent support groups. These are to help the parents as well as to assist in school-home communication. The focus of these groups can vary and include:

New settlers meetings (for immigrants and refugees).

In small informal parent support groups, parents feel secure, they can practise their varying language skills, share uncertainties and ask questions about school, set up networks within school and the community and, above all speak with others able to relate to their situation of re-settling. Excursions are organised to familiarise parents with local amenities. Buddy systems are set up so that new parents can be escorted to school activities if they wish.

English language skills.

Links with language learning agencies are made so that parents have the opportunity to attend English classes.

Culture groups (for parents from minority cultures)

Parent-skills support groups

Written Information

Different schools provide different written material to help inform parents. Examples may include:

- School directory (names of staff, board, parent groups, map, etc)
- School booklet (details of school rules, routines and procedures)
- Parents' orientation guide (details about school and environment for new settler families)
- Child's orientation guide (pictures and translations for new settler children)
- Home/school book (for messages between the teacher and the parents)
- Curriculum booklets (to explain to parents how to assist their children with school work)
- Written reports (to report on the child's progress)

Home Visits

When parents are not coming, or are unable to come to the school, or when teachers think something important needs to be discussed, the teacher may arrange to visit the parents in their home where the parents often feel more relaxed.

Occasionally children may need to be visited at home by a hospital teacher. These teachers are responsible for teaching children in hospital or recuperating at home after hospitalisation.

The Correspondence School provides learning programmes for children living in remote areas or who are unable to attend school. Parents play a fundamental role in the home/school link for children following such a programme.

Pre-Enrolment Visits

Before children enrol at a school the school often goes to the contributing schools or pre-schools to inform children and parents about what their school offers and expects. They usually invite the parents to visit the school before enrolling their child.

Career nights

These nights are organised at high schools so that children and their parents can discuss with teachers and vocational guidance specialists, their educational requirements for possible future careers.

14 PARENT PARTICIPATION IN SCHOOL ACTIVITIES

Many parents participate in school activities. They can provide the school with valuable skills, and they assist with planning, supervision and transport. By being involved the parents gain insights into the school and share these with the community. Activities involving parents may include:

- Assisting teachers with regular programmes.
- Assisting in the school library.
- Translation for new settlers.
- School camps (residential camps that provide adventure experiences).
- School outings (to shops, factories, farms, forests, libraries, and museums).
- Sports activities (fund-raising, coaching, refereeing, transport, and billeting).
- Hobby groups (sharing expertise).
- Culture groups (music, art, drama, multi-ethnic activities).
- Social events.
- School Fairs.
- After-school child-care groups (for children with working parents).

15 SCHOOL AND THE WIDER COMMUNITY

In many instances the wider community is actively involved in school life. The media is an effective method of giving out information and can also be a means of gathering feedback from the community. Issues requiring attention when handled by the media can alert community attention. However, no school wishes to receive negative media attention or attention that will disadvantage the school or its students. Often schools appoint a media spokesperson to ensure that there is consistent and reliable information released to the media. Regular columns in community newspapers often contain information from the local schools.

Sponsorship (by businesses). Some supermarkets and retail outlets welcome classes making visits and many of them sponsor fund-raising activities. Examples include outlets which donate items used for making resources, those that make financial donations and those who financially support staff professional development.

Services such as the police, ambulance and fire service have education officers who visit schools or guide classes around their stations.

Sports groups often provide support with coaching and often allow schools of all levels to use their club facilities.

Close interaction may also occur between schools of differing levels. Senior students act as tutors and buddies to children at intermediate and junior levels, providing courses such as sports leadership and aquatics programmes.

Cultural groups (museums, libraries, musical and drama groups, and writing workshops) organise events, displays and visits for schools.

In university cities, research groups often focus on aspects of the schools or the children.

In cities where teacher education occurs there is considerable interaction with the trainee teachers.

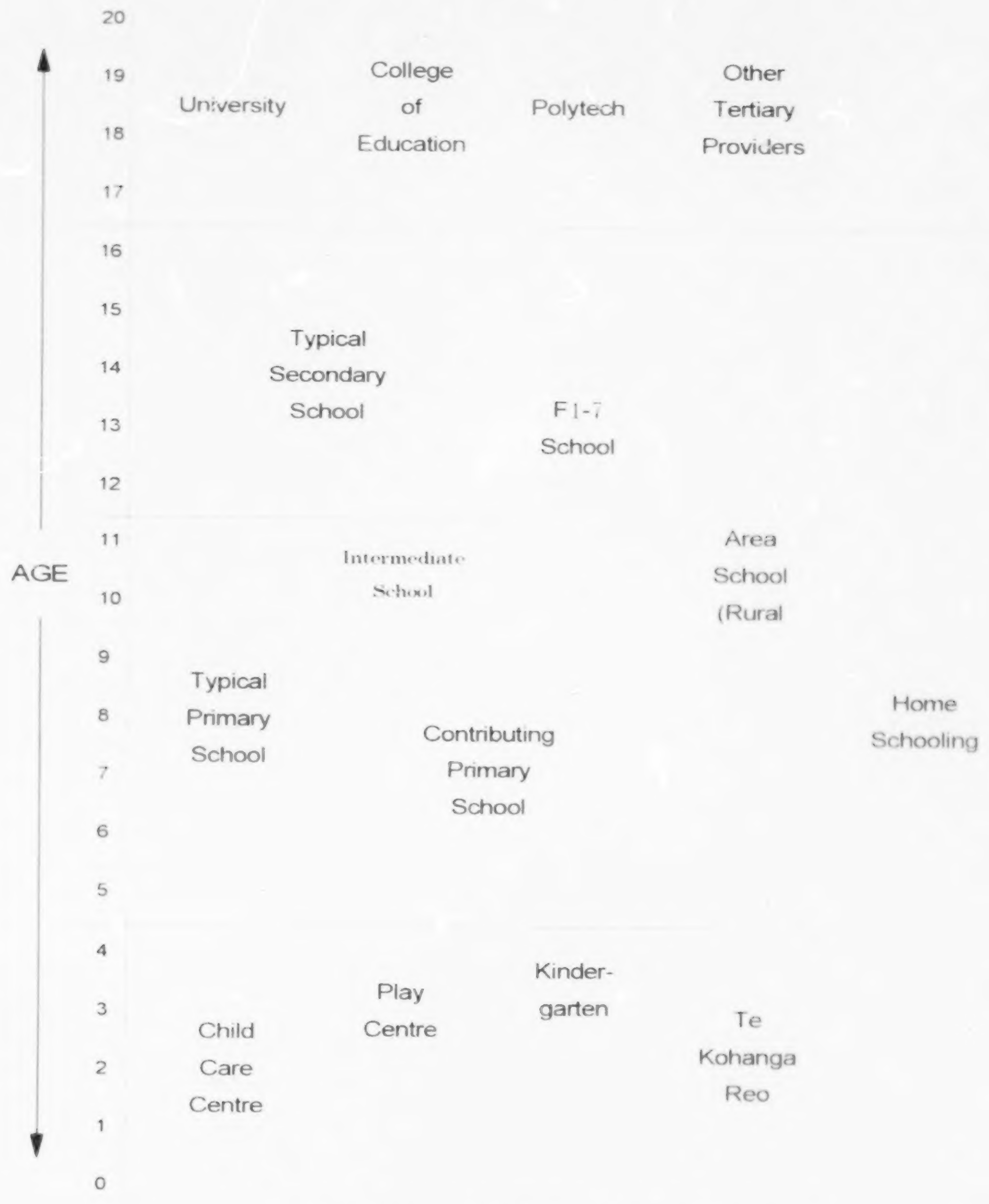
Outside organisations often use school facilities for meetings and classes.

The wider community is involved in Career nights which are held at secondary schools. A wide range of speakers from different work areas are invited to give a presentation to the students and their families on career possibilities.

16 ADULTS LEARNING IN SCHOOLS

Many schools, in particular high schools, foster adult learning in two ways. Firstly classes for high school students are generally available for adult participation. A number of adults do enrol, in particular for classes leading to leaving qualifications. Secondly many high schools have extensive night-class programmes which enable adults to participate in a range of classes that have a focus on academic work, hobbies, cultural interests, languages, work skills, and general interests.

Figure 1: The range of forms of schooling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Area School (Rural
Typical Primary School
Contributing Primary School
Home Schooling
Child Care Centre
Play Centre
Kinder-garten
Te Kohanga Reo

Structure of Formal School System

* Te Kohanga Reo   Maori Language Nest

Philippines

I. Development of Formal Schooling System and Its Relationships with Non-formal Learning Modes

If schools are a good index of a country's progress, then nineteenth century Philippines was quite advanced.

It was of course the missionaries who started schools in the country, at first catechetical lessons, then later for literacy. The priest also taught young boys how to serve as knights of the altar outside of these schools. The first school was opened in Cebu in 1565 shortly after the arrival of the Augustinians. Other schools were also opened by the Franciscans, Dominicans and Jesuits in other parts of the archipelago.

Between 1600 and 1850, there was very little improvement in the Philippine education system. Schools were opened in Manila, but these were only for a select group of students. The rest of the islands had no system of government schools. For more than two hundred years, the schools in the Philippines were mere parochial or catechetical centres.

In 1863, education was made obligatory for all children. At the same time, the government established a normal school for primary school teachers. In 1867, a royal decree appointed the parish priest as inspector of the local schools. But this decree did not succeed for many reasons due to lack of funds, lack of personnel, parents' lack of interest in sending their children to school, absence of facilities and materials. The equivalent of modern high school education was, however, organised in that same year. Institutions of higher learning which were established earlier, continued to offer academic degrees in Arts, Philosophy and Theology, Civil and Canon Law, Spanish Law, Medicine and Pharmacy, Notary Public, Philosophy and Letters, Sciences.

When the Americans arrived in the Philippines in 1898, they found that many Filipinos were educated and majority "possessed a considerable degree of civilisation." They noticed the Filipinos' thirst for knowledge, education and modernity. Even the Muslim groups in Mindanao and Sulu displayed their love for learning in their Madaris or Arabic schools, a type of indigenous education.

From 1901-1935, the Americans made education available to all, both in theory and practice. Schools became popular centres for learning. Unconsciously, the Filipinos developed a linking for formal schooling. It was in 1901, too, that the Americans established a normal school aimed primarily to train teachers. This is at present the Philippine Normal University.

The Americans conducted civic-educational lectures all over the country to inform the people of new developments in agriculture, health and sanitation and to draw their co-operation in government. This kind of information campaign became what may be called the first community-based non-formal education service to the people.

The years that followed witnessed significant changes in both the elementary and secondary school levels aligned with the American goal of preparing Filipinos for self-government. Progress and development went on until the Japanese occupation made drastic efforts to make the Filipinos assimilate their culture and ideologies through the classrooms. However, all their schemes to win the hearts of the Filipinos did not gain much headway.

The present formal system of education in the Philippines is patterned after the prevailing state of the school system of the United States. Since its establishment, however, the system has undergone a process of transformation to meet the changing needs and interests of Filipino students.

Under the 1935 Constitution, the schools aimed to develop moral character, personal discipline, civic consciousness, vocational efficiency and to teach the duties of citizenship. In line with these aims, vocational courses were made a part of the general elementary and secondary school curricula. To comply with the constitutional provision of providing "citizenship training to adult citizens," the government organised adult education classes. The concept of adult education developed into what was then called "adult and community education." Later on, the idea of "out-of-school education" came into prominence to include not only those activities carried out under the adult and community education program but also activities which gave emphasis on the education of out-of-school children, youth and adults. It was only in the early seventies that the term non-formal education gained entry in Philippine education parlance.

In 1972, a sweeping change took place in the field of education. The Government's Reorganisation Plan placed public and private elementary and secondary schools under the administration of the city and provincial school divisions of the 13 newly-created regions in the country. This led to the decentralisation of the literacy and adult education program. And through strong linkage with other agencies, the government gave the youth and adults the opportunity to undergo livelihood skills training in their own communities.

The reforms in education spearheaded by the Education Act of 1982 included the creation of the Bureau of Continuing Education. (later renamed Bureau of Non-formal Education by virtue of Executive Order No. 117,s. 1987). This gave non-formal education and other non-traditional learning systems in the country more prestige and a distinct respectable image giving them more chances for easier implementation.

Specifically, the 1987 Philippine Constitution provides, among other, that the State shall "encourage nonformal, informal, and indigenous learning systems, as well as self-learning, independent, and out-of-school study programs, particularly those that respond to community needs, and provide adult citizens, the disabled and out-of-school youth with training in civics, vocational efficiency and other skills." The founding of the National Literacy Council to co-ordinate all literacy activities in the country highly supports this constitutional provision. This is indeed a boon to both fledgling and already flourishing non formal education programmes.

Additional recent developments in Philippine education led to a renewed and strong emphasis on nonformal education. These include the Education For All Philippine Plan of Action, 1991-2000 (EFA-PPA), the Medium-Term Philippine Development Plan (MTPDP), 1993-1998, and the report of the Congressional Commission of Education (EDCOM), entitled Making Education Work.

In response to the EFA-PPA, the President of the Philippines declared the period 1990-1999 as the Decade of Education for all in the country. The MTPDP emphasises human resources development through formal and nonformal education. The EDCOM report envisions high hopes for nonformal education and for the enhancement and equalisation of opportunities in basic education through alternative learning modes and equivalency and accreditation mechanisms.

II. Current Role and Functions of Schools in Changing Society

In recognition of the mission of education at this turn of the century, which is "to impart survival skills for an uncertain future," schools, as well as institutions engaged in the nonformal, informal and indigenous education of children, youth and adults in the country, are urged to prepare individuals to demonstrate a wide range of capabilities such as:

- Contributing to others and to society;
- functioning effectively in organizations;
- attaining self-fulfilment; and
- calling upon higher order skills such as
    - creativity
    - critical analyses
    - global thinking
    - problem-solving

Learners will need to be reached as never before, in order to develop

- responsibility for their own learning
- self-esteem and motivation
- curiosity and emotions
- value of working together

We are challenged to rethink the basic purposes and content of education and to redesign the various policy, management, delivery, and assessment mechanisms appropriate to our country. We are likewise challenged to examine current literature on how learning best takes place, the demands and possibilities arising from modern information and communication technologies, and the new imperative to address learners of all ages.

Among the measures we are taking toward meeting the challenges are:

- responding to community needs and concerns (girls' education, children in difficult circumstances, family life education, etc.)
- redefining lifelong learning and the structures to support it
- developing functional partnerships in order to address all dimensions of the education challenge (NGOs, media, private sector)

We have launched the program "Schools for the Future" with the goal of attaining a higher level of pupil achievement especially in the languages, in science, in mathematics and in values education. Our "School for the Future" also includes special programmes for the gifted and with exceptional abilities. The programme also sees to it that our schools provide channels for alternative learning to those with disabilities and with special needs.

In developing our "Schools for the Future" program, the key principle is to empower the school principal as an instructional leader so that together with a team of competent, committed and conscientious teachers, the standards for pupil achievement can be brought to a higher level. Another key principle is that schools must use technology so that pupils and students may have greater access to knowledge or to new ways of developing skills and knowledge. Schools in areas where cultural communities abound will be established within a general framework of flexibility that will:

- allow enrichment of academic program;
- encourage innovations in teaching strategies;
- support the development and production of indigenous instructional and supplementary materials; and
- introduce streamlining of administrative procedures.

III. Current Initiatives/Efforts on Linkages Between School and Home and Community

A. Linkages in Non-Formal Education

Linkages with the home refer to activities where parents or other members of the family get involved in school activities.

In both the non-formal and formal school systems, parents participate in school activities. In non-formal education classes, parents and other members of the family stand more to be the beneficiaries. Non-formal literacy classes or livelihood training are usually conducted for adults like mothers by the Bureau of Non-Formal Education (BNFE) of the Department of Education, Culture and Sports (DECS). This effort is supported by other government and non-government agencies and other professional organizations. The Magbasa Kita Foundation (Let us Read Foundation) founded by the former Senator Sntanina Rasul, started with literacy classes for Muslim women in Mindanao. A lot of other organizations like the Philippine Society for Reading and Literacy, Philippine Association of University Women, Reading Association of the Philippines, Summer

Institute of Linguistics, etc. do their share of helping educate families both in the urban ad remote rural sectors of the country. An umbrella organisation known as FORCE (Foundation for Continuing Education) help orchestrate efforts along this line. FORCE headed by Dr. Florangel Braid, a UNESCO Commissioner, works closely with BNFE and with the National Literacy Council of the Philippines.

Links between school and home expands to make non-formal education relate more to a wider audience - the community. The BNFE systematically arranges literacy and livelihood programs for out-of-school youth in the country. Efforts to monitor drop-outs, e.g. students who are forced to leave school due to natural disasters like the eruption of Mt. Pinatubo, are a priority at present by BNFE so that these students will find ways of completing at least their basic education.

Through BNFE encouragement also, reading centres and community learning and resource centres that are put up by the community members through their own efforts and actions as an outcome of participation in basic literacy program are usually sustained. This shows that the need to continue learning on their own is felt so that the community took the necessary actions to meet the felt need. The establishment of the reading centres is a product of organised efforts. Among the citizens, therefore the participatory nature of the activity gives them a sense of "ownership" which further enhance their desire to utilise such learning resources to the maximum.

The community learning and resource centre is a local infrastructure that is, in essence, a concrete manifestation of people's motivation to continue learning. It is viewed as a support system to promote functional literacy and continuing education. It serves as the core where other initiatives in literacy could be transformed into constructive efforts towards comprehensive village development. Thus, one often observes the centre as a place where people engage in discussion on topics like election and other issues that affect them.

The Bureau of Nonformal Education has been encouraging its local counterparts to establish and strengthen nonformal education reading centres, providing reading materials and financial assistance. In 1993-1995, it received a modest funding assistance from UNESCO, Bangkok for the pilot-testing of the Community Learning and Resource Centre (CLARC) project in one depressed barangay each in the provinces of Abra and Agusan del Sur. Generous support, both manpower and financial, was generated from the Local Government Units. In view of the success of the two pilot tests, the CLARC project is now being expanded in the other provinces of the country.

The Asia/Pacific Cultural Centre for UNESCO (ACCU) in Tokyo selected the Philippines as one of the beneficiaries of a fund for the establishment of a community learning centres. The new centre now stands strategically in a Muslim community in Central Mindanao and is being managed by a Non-Government Organisation that serves adult illiterate women. It is open to all groups conducting training programs, public meetings and the like in the community.

The importance of having a village-level infrastructure/centre like the CLARC is echoed in a law that established Barangay Reading Centres nation-wide. This is a mandate provided to the local government units so that the people in the community must have a place outside the school to meet together, learn together and work together, with freedom and confidence because they are a part in its inception and formation.

The BNFE also works closely with a number of academic institutions. For example, the Philippine Normal University (PNU) a government teacher training institution has a programme in the graduate school designed for teachers in non-formal education. DECS sends selected teachers for training in this particular programme. The PNU is likewise involved in other activities of BNFE like preparation and evaluation of materials in literacy classes. At the moment the university is set to complete materials in English Communication Arts for high school student drop-outs who would like to re-enter the formal school system.

It must be noted that a number of college and universities like PNU has service as part of their mission, in addition to teaching and research. It is therefore an inherent part of their commitment or mission to conduct outreach programmes. These programmes may or may not be in co-ordination with BNFE but definitely complement or supplement what ever BNFE does.

PNU is the Philippines' premiere teacher-training institution. With an earned title as Center of excellence in Teacher Education, it has continuously lived up to its almost-century-old glorious tradition of producing teachers and leaders in education in the country. As spelled out in its mission, PNU aims to do the following:

1. Educate students to become quality teachers imbued with versatility and flexibility who can fit into an extremely rural setting as well as in a most sophisticated urban community.
2. Retrain teachers in the various fields of specializations and update them with relevant knowledge.
3. Advance knowledge through teaching and research.
4. Develop managerial capabilities responsive to the dynamism of their immediate environment and to the challenges of a fast changing society.

PNU recognises networking and collaborative efforts as facilitative means to attain desired maximum results. Monopoly of resources can never be claimed by one agency and therefore partnership with others finds strong justification. The Office of the Director of Extension and Linkages in the university systematizes the university efforts along this line.

The university feels the need to go beyond the 4-walls of the classroom.

PNU is in the heart of Metro Manila. For various reasons, many students who would like to benefit from what it has to offer, will not have the opportunity to do so. Thus PNU needs alternative forms of delivering its goods. As a state university supported by people's taxes it feels a strong obligation to give back to the greatest number what it can offer.

PNU as a teacher training institution structures the needed pre-service training for students. However, contrived experiences threatens meaningful preparation for real job-site demands. Therefore, links with other schools, agencies, etc. in the community that closely resemble future job-sites become highly relevant.

The preceding paragraphs imply kinds of outside linkages the university maintains based on purpose:

1. PNU makes available degree-programs in teacher education

a. PNU maintains university branches or campuses in strategic far-flung areas across the country to enable students interested in teacher education, benefit from PNU expertise. At the moment there are four other campuses: Cadiz (Visayas), Agusan (Mindanao), Isabela (Northern Luzon), and Quezon (Southern Luzon). Degree programs similar to those offered on the main campus are offered in the branches on a limited scale.

b. It provides "Extended Campus Programs"

An extended campus can be any school where teachers from that school take courses for credit and classes are right in their school. PNU professors go to them for the classes.

c. It offers special degree programs for government or DECS scholars funded for a definite period of time.

The university offers training to teacher scholars sent and funded by the Department of Education, Culture and Sports to enroll in on M.A. or Ph.d. degree at the university.

Examples of these program are the DECS-PNU Scholars in Values Education, DECS-PNU Scholars in Reading, etc.

d. PNU considers consortiums with other universities.

It has programs with other universities in the "neighbourhood". The idea is to enable each school member in the consortium to enjoy the distinct expertise or strength of the other schools and at the same share its expertise with the others also.

2. Non-degree Programs are made available to para teachers or volunteer teachers in non-formal education classes.

The university provides services to train teachers or other group of workers involved in teaching-related activities through non-degree programs. Some examples include:

a. Seminars, conferences, workshops in collaboration with other professional organization or other groups.

b. Short-term training programs sponsored by PNU with DECS or other agencies.

c. Training teachers via distance learning, e.g. The PNU project with Channel 4, a television station where English lessons will be shown to train the English teachers via television lessons.

3. Activities that provide direct service on basic education and other areas of concerned to students and out-of-school youth and adults are also considered by PNU.

DECS-NCR (National Capital Region) UNESCO, and the Philippine Normal University recently developed literacy materials aimed to help volunteer workers in their job as teachers of school dropouts who are functionally illiterate and disadvantaged by being learning disabled due to environmental deprivations and behavior problems. These tutors don't have any formal training in teaching.

The academic departments of the university, e.g. Social Science, Psychology, Values, Reading, etc. design practicum activities for students that give them opportunities to deliver services in the from of non-formal education to fellow students, adults, out-of-school youth, in need of basic education and other forms of services. Examples of these are:

The Language Study Center, an academic centre, focuses on language research findings of which serve as bases in national decisions in education that relates to language policies in education language teaching concerns. It also links with other agencies in order to prepare language materials aimed to disseminate professional literature pertaining to language teaching, or materials aimed to teach English or Filipino.

There are also occasional university-wide sponsored projects in cooperation with other agencies that aimed to work directly with students and other out of school youth.

PNU joins forces with other groups to "expand" students' curriculum in order to make it more responsive to current issues. An example of this is the GICOS (Global Indigenous Cultural Olympics and Summit) program which brought together disadvantaged youth, selected college students and curriculum development fellows. The program is dubbed as the "Tourism Earthsaving Cultural Immersion Program". It encouraged a series of dialogues between disadvantaged youth of the cultural mainstream and indigenous people in southern Philippine (Agusan, Manobos, etc.) sponsored by the Department of Tourism and with the PNU as the lead educational institution in the project, the partnership for multiculturalism and environment hopes to promote cultural dimensions of sustainable development. The kind of program immerse youth in indigenous traditions of caring for the earth, reverses marginalizing effects of inappropriate development, and supports the formulation of a new curriculum that stresses dignity in diversity for a plural and just society.

4. PNU Establishes Links for Faculty Professional Growth.

Linkages on a local, national and international levels are promoted, e.g. exchange professor programs, twinning with other universities, conducting training programs for other educators of other countries, e.g. Bangladesh educators, Cambodian educators, etc.

The preceding discussion brings out salient features of the PNU's program of linkages with other agencies.

The university's networking or collaborative orientation on various project stems from: the university's commitment to service, i.e. share with others whatever it has to offer; the university's cognizance of its limitations and strengths and the need to pool expertise for maximum results; the university's awareness to embrace non-traditional reforms of delivering its expertise to make itself accessible to the people.

University projects on linkages are either university-initiated or offered to the university involving it as a co-sponsor or partner, or a sole implementator of the project with the co-sponsor as a mere funding agency.

It may also be said that: 1) programs aim to benefit: PNU faculty, students, out-of-school youth, adults in the community; 2) linkages are on different levels: local, national and international.; and 3) there is access to PNU services through either degree or non-degree oriented programmes.

PNU attempts' to make its resources and expertise available to an expanding audience are evident. However, changing times pose a constant challenge to make its programs relevant and updated. Present conditions and the foreseeable future should be part of the total context on which programs should be situated. Factors like a rapidly growing population, worsening of traffic problems, etc. will inevitably dictate to some extent our choice of delivery systems in education. The university's role remains i.e. maintain a strong sensitivity to changes happening around and manifest a strong political will to match these changes with appropriate measures in education. It must be courageous enough to fight the inertia of tradition and demonstrate pioneering efforts to meet changing needs of the people.

B. Linkages in the Formal School System

The obviously most organised linkage of the formal schools (elementary and high school) with parents is the Parents Teachers Association (PTA). This is true in both public and private schools. Through meetings, school officials and parents thresh out matters related to students' schooling. However, involvement of parents is predominantly "not academic" in nature. Fund raising campaigns mainly characterise PTA activities.

The schools also find ways of linking with community officials e.g. mayors, governors, and civic-organisation officials or leaders. Again, links with these people are primarily meant for non-academic assistance.

This kind of linkage with home and community is specifically typical in the public school system where many children belong to the lower socio-economic stratum. Their minimal involvement in school activities probably stern from the parents' zero or low-level educational attainment, or unemployment, or their pre-occupation in earning a living. This explains their over dependence on the school for their children's education. The most that these parents are able to do is to attend occasional PTA meetings and extend minimum assistance in fund-raising activities. In other instances, some parents would be volunteer workers in school, e.g. carpenters, plumbers, etc.

In the private school sector, school officials and teachers find more opportunities to explore linkages with parents and the community as a whole. Linkage can even extend to an international level where students and teachers enjoy the benefits of Exchange Programmes with foreign schools. This kind of expanded linkage may be attributed to a number of factors: 1) upper socio-economic status of students and parents; 2) higher educational attainment of parents; 3) a streamlined bureaucracy that facilitates faster planning and negotiations regarding projects because of the degree of autonomy that private schools enjoy.

Thus, among private schools parental involvement is better felt, academic-wise and non-academic wise. Parents are more receptive to the idea of partnership. Thus in a private Catholic school like Miriam College, it is not surprising to see a parent-doctor of medicine giving a lecture in a science and Health class, or a parent who is president of a Rotary Club, spearheading a fund-raising campaign for the school.

In a way, majority of private schools may be considered a "privileged group" in the economic sense. Facilities are relatively adequate. Monetary contributions from parents come in very handy. Students come from comfortable homes equipped with educational materials to enhance the children's learning. School officials are fully aware of this advantage and true to the schools' commitment to the community and at the same time their desire to expose their own students to values that Philippine society upholds, they engage in doing service to communities, especially in depressed, poor areas. Miriam College, Ateneo de Manila University, De La Salle University have a number of projects along this line, they do these projects by linking with NGOs and other groups.

Miriam College, for example has the following projects:

1) Adopting a Poor Community
   Needs of a poor community are studied and corresponding solutions that the college can afford is given. Examples of assistance come in the form of nutrition programmes, vocational training, and tutorials of children in reading and mathematics.

2) Evening Literacy Classes for Adults
   Facilities and resources of the college are used for evening classes.

3) P.E.A.C.E. Project (Public Education and Awareness Campaign for the Environment).

Environmental education principles , concepts, learning models and strategies are shared with other private schools, with public school teachers, parent groups and some non-governmental organizations through seminars and workshops facilitated by trained teachers.

4) Values Education

Seminars and workshops on values education are conducted by a trained team of facilitators for curriculum experts and teachers from private and public schools of the different regions. Some business groups and groups of overseas workers have also availed of these workshops.

IV. Relationship between Formal Education Bodies and Nonformal Learning Institutions: Problems, Issues and Trends

Both formal and nonformal education bodies in the country today are working towards the attainment of the aim of realising the fullest potentials of all individuals and developing all socially valuable talents of persons as their contribution to building a cohesive, peaceful and progressive society. As expressed in the mission of Philippine education, the provision of universal access to quality and relevant education can be done through the formal, nonformal and informal channels. Therefore all in the education sector whether in formal or in non-formal education, are involved in improving the overall performance of the school system.

The areas of complementation and co-ordinated planning in the implementation of formal and nonformal education to achieve the goals of Education For All include:

- The Department of Education, Culture and Sports (DECS) provides policies and standards on the planning and implementation of both formal education and nonformal education programmer.
- The DECS co-ordinates the roles/functions and activities of agencies involved in formal education and nonformal education.
- The DECS is responsible for information dissemination, assignment of personnel and allocation of resources in both sectors.
- The Nonformal education co-ordinator and teacher are still drawn from the regular line up of primary and secondary school teachers.
- Nonformal education classes are sometimes held inside the school premises after regular class hours or on week ends.
- Nonformal education classes utilise school facilities and materials in certain cases.
- Nonformal education activities are under the supervision of school officials.
- Results/findings of studies conducted by the formal education sector are provided to the nonformal education sector to aid in formulating plans for school-leavers/drop-outs.
- Exchange of experts in teacher education, curriculum and material development, management system, and research is sustained.

Problems faced in the attempt to achieve co-ordination of the formal education bodies and nonformal learning institutions areas are as follows:

- Lack of full-time nonformal education personnel
- Inadequate training of staff to tackle complementarily
- Use of formal/traditional strategies in teaching literacy
- Inequity in the allocation of funds for nonformal education and formal education
- Lukewarm attitude of local school officials towards nonformal education
- Inadequate supply of instructional materials for different levels of literacy and groups in nonformal education
- Use of standards in the formal sector to evaluate nonformal education activities
- Absence of guidelines for resource sharing

Fully aware of these problems/issues, the education department is encouraging the following:

- Establishment of a mechanism at various levels, with participation of the representative of different DECS bureaus, offices, centres and other agencies involved in the planning and implementation of education programs and projects
- Ensuring the provision and release of adequate funds and assignment of qualified staff for planning and implementation of formal and nonformal education programs
- Establishment of institutional linkages for identifying, mobilising and sharing of resources
- Strengthening the management information system to serve both sectors
- Making special efforts to promote activities aiming at action research and evaluation studies to determine alternative modes of education and complementarily between formal and nonformal education program
- Promotion of activities to develop criteria and procedures to establish equivalency of certificates awarded to participants in formal and nonformal education programs.

V. Issues and Materials for Consideration

A. Role of the Community in Influencing Matters as Curriculum Content, Teaching and Learning Materials and Teachers

We see merit in empowering communities to attain development and progress, particularly in the field of education. We believe in the wisdom of the people... of the villagers

- The villagers understand their living conditions, social institutions, local ecological condition and the risks that may be attached to something new.
- They have insights into their needs and priorities, and have some ideas about

ways in which their goals may be met.

Parallel to respecting the wisdom of the people in the need to respect the cultural values, norms, religion and other practices of individuals and groups for whom education: formal or nonformal are being proposed and delivered we realise the need to recognise those aspects of the cultural values that are dysfunctional and may inhibit making change.

Communities have leaders and an indigenous social system which can become means of communicating about, seeking support for and legitimising the adoption of changes in attitudes and behaviour which will lead to village or community improvement.

These and other truths about the things that communities have or may offer have paved the way for the development of the community-based nonformal education program with the following characteristics:

- need-based and demand-driven, not supply-driven;
- existence of inter-agency co-ordination/linkages and networking in the delivery of NFE services;
- supported by local government units;
- participatory planning, implementation, monitoring and evaluation;
- availability of a co-ordinator at the community level to orchestrate the implementation.

Curriculum and materials development in a community-based program is greatly influenced by the needs and resources of the community. And the utilisation of materials as well as the delivery of education program are found to be effectively and efficiently done by local/indigenous personnel who know their community well.

B. Partnership with parents should be further explored in order to maximise their participation in the total education of the children. Mechanisms to do this should consider the following in order to ensure different and differentiated types of partnerships:

1. Role of parents in poverty — stricken families
2. Role of parents with low-educational attainment and the role of intergenerational literacy
3. Systematic involvement of parents without necessarily, threatening school academic freedom
4. Effort to get government give public recognition on the role of parents in educating the child.

Linking home, school and community is inevitable. The learner goes to schools or attend a non-formal education class,. What she/he learns should make her/him an effective member of the home and community. The three, therefore might as well share resources/expertise for best results. The school-based and non-school based education dichotomy should now be more of a myth rather than a guide in mapping out the curriculum and other learning experiences of the children or students.

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Republic of Korea

1. The Status Quo of Education

Modern education in Korea began after the World War II. Before 20th century, education in Korea was only for the elite, who were needed for the absolute monarchy; most people, therefore, were excluded from educational opportunities. After 20th century, however, with general education becoming available, the people who had long been deprived of education were given access to educational opportunities. Most Koreans believed it was only education that would give them ways to economic success and higher social standing, and this belief made Korean parents willing to sacrifice everything for their children's education. At the same time, the government began to adopt compulsory education, setting up various schools across the nation.

Article 1 of the Korean Law of Education states the doctrine of national education; its methods are implementing human education, ability development, technical education and civil education equally, and its goal is to contribute to establishing a democratic society and ultimately to the peace of the world. To achieve national education, the compulsory education system was established in 1950, resulting in a miraculous increase of the percentage of elementary school attendance, up to 96%, in ten years. This phenomenon in turn resulted in the unprecedented expansion of secondary school education. The number of secondary school students soared from 80,000 in 1945 to 2,230,000 in middle school (99.8% attendance), and 2,210,000 in high school (97.8% attendance) in 1991. Higher education showed similar results; as of 1995, there were 1,760,000 students attending universities and colleges(54.4% attendance), a dramatic increase from 7,800 students in 1945.

This rapid expansion, unfortunately however, led to the development in quantity, not in quality, of national education, since the educational facilities were not able to cope with the sudden increase of students. More things make worse, the Korean government in the late 1960s began to put absolute priority in economic development, discouraging investment in education, therefore adding difficulties to the already weak education system.

In spite of these glum figures, the number of students kept increasing, mainly due to Korean parents' enthusiasm for education. Their ardent attitude, though contributing to the education's nation-wide settlement, gave birth to a negative atmosphere in education. Successful admission to higher educational institutes put emphasis on competition rather than co-operation. Selfishness followed. School education became strongly centred on the liberal arts curricula, for students to pass the competitive entrance exams for advanced schools. Meanwhile, the agricultural and industrial workforce was mainly educated by vocational schools, both public and private, who later played major roles in establishing the nation's basic industries. In the beginning of 1980s, the government switched its policy goal from economic-oriented to welfare-oriented, the focus of which was on the enhancement of the quality of people's living, and the means of which was the establishment of institutional devices. The Law of Social Education was passed by the National Assembly in 1982, providing a momentum for informing the general of the importance and necessity of social education. Encouraged by this law, various social education institutes were established. For example, life-long education centres were founded by universities, culture centres were opened by mass media companies, and many other municipal facilities offered various educational programs. This social movement was partly met with failure due to lack of governmental support. Still, the law contributed greatly to the people's familiarisation with the term "life-long education," and thus awareness of the new genre in education

As illustrated above, education in Korea had undergone many changes according to different social interest of each era, but there had been little change in the idea that school was the sole institution for education and school education was the entire education one needed to get. Governmental and social interests and efforts to activate school education, therefore, were from time to time met with ill effects. There appeared a national need to solve complicated problems in school education and overcome the limits of school education, which eventually gave birth to the Presidential Commission on Education Reform in 1995. The Commission announced two education reform projects, the first in May 1995 and the second in February 1996, which the Commission has been carrying out. The basic concepts for education reform, according to the Commission, are the establishment of a life-long education system, in which anytime, anywhere, anybody can receive any education he/she wants, and the settlement of the recipient-centred education system. These reform projects include a significant change in the direction of educational policy decision. One of the most important contents of reform projects is the activation of the social education sector, especially emphasis on school's role as a community's educational institute, and therefore enabling the school unit itself to have the right of decision, with the participation of parents as well as local figures. Thus, by making it mandatory for community citizens to participate in school management, the reform projects seek to establish institutional frames for co-operation between school and community.

2. The Direction and Projects of Education Reform in 1995

1) Fundamental Direction of Education Reform

The methods and principles of education and the educational philosophy in the Age of Information and Internationalisation must be differentiated from those in modern times and in the Industrialisation Period.

First, a "unified and standardised education" which is memorisation-oriented must be charged into "diversified education" which puts an emphasis on the development of talent and personality and the cultivation of originality.

A standardised education which requires indiscriminate and blind memorisation of a fixed educational content of all students must be abandoned. Henceforth, only diversified education allows every student to manifest his or her individuality and originality to the maximum and to be evaluated according to them, and to have composure of mind enough to cultivate a humane personality without the pressure of time.

Education must not be a hierarchical system which gives a higher position to those students who have outstanding ability to memorise fragments of knowledge. Upon individuality, diversity, originality and personality must an emphasis be put, not upon school grades. Education must encourage the discovery and development of individual potentiality and help self-realisation.

Now, Korea has escaped from the stage in which it followed the developed countries blindly. Korea is at the stage to make its own products and its own technology. Memorisation and the pursuit of development countries' studies must be changed into the development of intellectual originality to heighten the level of national development and to be in the first class in the world in Globalisation Age

Secondly, "Education for the Sake of the Education-Supplier" must be changed into "Education for the Sake of the Education-Demander".

In education in the past, learners (students) received the curriculum that teachers had chosen. The right to determine a curriculum and educational methods was given only to schools and teachers, who are so-called education-suppliers and the options of students and parents, as education-demanders, have been extremely limited.

Also, students and their parents were highly competitive, while schools, teachers and educational programmes were not in competition with themselves. Hereafter, schools and educational programmes must be made competitive and more options for admission to schools must be given to students and their parents. The school curriculum and educational methods, which were determined only by education-demanders must be much more strongly encouraged to take part in the estimation of educational achievement.

Third, "Regulation-centred Education" must be changed into "Autcnomy-oriented Education". So far education has been controlled by too many regulations and restrictions. In other words, education was under the government, so school autonomy was extremely limited. The autonomy and originality of a principal had only a little scope to manifest themselves in education. The teachers' participation in school administration and the students' and their parents' participation in the decision of educational programmes were extremely limited.

Hereafter, the schools' autonomy and the teachers' participation in school affairs must be guaranteed and the students' options and the parents' originality must be reflected maximally in education.

The government must make education fair, just and competitive and try to enhance the evaluative function to improve the estimation of educational outcomes.

The government must relax regulations and restrictions on education and make educational information public and let it circulate freely, in order to leave most of education to private autonomy and responsibility. Especially, educational programmes and information on educational quality and on educational results and assessment must be secured.

Fourth, by making use of ultramodern information and correspondence technology, study conditions without the restriction of time and place must be prepared. Education in the past was restricted by time and place. Education was limited only to one time, which is called "school days" and only in one place, "school". Form now on, by making efficient use of ultramodern information and correspondence technology, education must jump the spatial-temporal wall and be future-oriented. An education system in which education must be given to anyone in any place and at any time without regard to age and place must be established. In the coming intelligence and information society, nations equipped with information and the ultramodernisation of education shall get to the top of the world.

2) Main practical projects for "New Education"

First, the establishment of the foundation of Open-Education Society and Life-long Education Society.

A "credit banking system", which means that a record of the courses which an individual has completed without spatial an temporal restriction is admitted as credits and makes it possible to obtain a degree, and a "registration system by time", in which whenever they want to, they can study whatever they want to, are the instructional ground for an Open-Education System. In addition, other projects are under promotion such as the establishment of a remote-control education system on an ultramodern communication network, the permission of students' transfer and admission into the third year class, the reduction of major credits for completion, and the diversification of programmes which are provided by schools and social education institutes.

For the establishment of a technical basis a "National Multi-media Education Support Centre" is organised and operated for anyone to approach research materials and educational information at any time and at any place.

Secondly, the diversification and specialisation of universities.

The reasons why the quality of universities in Korea does not reach the world standard include a standardised university system, conditions and climate not conducive to research, the possibility to obtain a bachelor's degree without much study and various kinds of standardised control from the government to prevent efficient university operation.

With the view to overcoming these problems, universities must be diversified and specified to cultivate graduates who are equipped with various qualities and abilities which are requested in every field of society.

Besides, the decision of the prescribed number of students and the management of school affairs must be made autonomous and the foundation standard, on the basis of which a university is supposed to be founded, must be stipulated with a lot of room for variation.

For the improvement of university education in quality, a world-standard academic information centre must be established, support for world-standard research must be enhanced, and an administrative and financial support system, which is supposed to be differentiated by university education, must be established.

Third, the establishment of a "School Community" for autonomous management of elementary and secondary schools.

Now, owing to the lack of autonomy or active participation of parents in school management, elementary and secondary schools are not controlled autonomously. In order to enlarge the autonomy of the school and maximise the effects of school education, it has been requested that there be established a School Community, in which each school is operated under the voluntary responsibility of teachers, parents and local leaders together.

Accordingly, to activate the educational autonomy of a school and to put education into a totally original operation in accordance with local conditions and characteristics, "School Management Committees" must be organised and operated in every unit school.

In addition, an example of an institutional device to make an excellent school, would be the "invitation system for principals or teachers" which means that a school community is able to hire the principals and teachers it wants.

Fourth, curriculum for the improvement of personality and originality.

The materialism, commercialised mass-media and harmful surroundings which have resulted from abrupt industrialisation have caused and increased juvenile delinquency and deviation. Admission-oriented education using memorisation and a standardised system of evaluation of students, which ignores their personal characteristics and diversity, has produced standardised people. To solve these social and educational problems, education for the improvement of personality and originality must be emphasised.

Personality-education must be provided systematically according to the school level. Knowledge-oriented moral and ethical education must be changed practice-oriented education, and students' high school activities must be recorded in a criterion for the selection of students.

Personality-education from the infancy must be emphasised in co-operation with home-education, and the educational function of mass communication must be reinforced. By the organisation for a curriculum and educational methods which attach great importance to students' diversity, the students' originality and self-realisation must be improved, and through the improvement of 'self-controlled study attitude', both life and learning can be enjoyed in the Open-Education Society in the Age of Information.

Fifth, university-admission system to relieve the national psychological burdens.

In preparing for admission into university, the present university-admission system reinforces standardised and memorisation-oriented education. As a result, personality education is disappearing from school education. An educational vacuum is appearing in schools from excessive emphasis on out-of-school studies, which causes parents to suffer from the cost of private education for their children.

To solve this problem, national and pubic university should select students according to standards which are presented by the government, while private universities are supposed to select students by autonomously deciding the criteria for selection under such basic principles as the normalisation of elementary and secondary schools and the reduction of the cost of private education.

National and public universities must take into consideration a composite school-life documents as a requisite material for admission. As students become selected by a variety of standards of admission such as examinations for educational ability, enunciating tests, interview and practical technique tests, school education is expected to be normalised and the superheated extracurricular studies are expected to be relieved.

Sixth, the management of elementary and secondary education to respect the variety of students' individuality and personality.

The standardised school system and methods to select students do harm to the development of students' varied potentialities. To encourage the establishment of high schools which are new, specialised and with individual character, basic principles for the establishment of a high school must be introduced. The results of school evaluations must have some effect on the administrative and financial support for schools in order to improve the quality of education, and by improving methods for selecting students in elementary and secondary schools, the students must be given the right to select their schools.

Seventh, the evaluation for education-suppliers and the establishment of supporting system.

The uniform and standardised restrictions from various present regulations prevent persons who are concerned with education from participating actively in education development and creative efforts. Also, the evaluation and support system to control educational quality in schools at every level has not yet been established. Education-demanders (parents and students) are not given materials necessary to select a school or a life-course, and the operation of the curriculum and the supply of materials necessary to select students are still unsatisfactory.

To solve these problems, the "Restriction Reduction Committee" has been organised and operated to minimise various kinds of restrictions. It helps schools improve education services of good quality autonomously and originally, and offers various educational services of good quality to education-demanders.

As an organisation which takes full responsibility for educational evaluation is set up, schools and their operations are to be evaluated and the results of the evaluation will be made public with the development and evaluation of the educational process. By strengthening the relationship between the results of the evaluation and administrative and financial support, the responsibility of the educational institution is emphasised and as a result, educational quality is expected to be improved.

Eighth, the training of teachers with decency and ability.

Because of the present mass-production of teachers and the consequent lack of specialisation, the social evaluation of the teaching profession is low. Because of the poor working conditions and treatment, it is difficult to attract the attention of those of great ability to the teaching profession. To attract persons who have enough ability and education to teach students, who will be the centres and leaders of society in the future, improved teacher training and the reform of the personnel system are needed so that teachers may devote themselves to education with high pride and a sense of duty.

Therefore, hereafter the teacher's school career shall be more specialised and inservice training shall be emphasised more to heighten teacher's specialised quality and to secure excellent teachers. Also, by introducing a weekly class-responsibility system, the treatment of teachers is expected to be actually improved. In addition, a personnel system based on evaluation of a teacher's ability shall be implemented step by step.

Ninth, the allotment of GNP 5% to educational finance (by 1998).

Education is the essence of the social funds of the nation. National power and wealth and level of life are evaluated and determined by the intellectual property of the nation. In the present condition of education, in which the number of students in a class reaches 40-50 and they depend on only a blackboard and texts as means of learning, it is impossible to carry out the education that the Age of Information and Internationalisation requires. The present scale of investment in public education cannot make the conditions of education better or improve the quality of education, while expenditures on private education have continuously increased to reach 6% of GNP. This causes and deepens the imbalance of educational opportunity among people of different income brackets.

By allotting 5% of GNP of educational finance, investment in public education will be encouraged. By diverting the funding of education from private to public sources, the burden of the high cost of private education will be relieved, and by emphasising responsibility and the contributions to educational finance of the local autonomous committee, educational autonomy will be achieved.

3. The Liaison Activities of Family, School and Community in Korea

The relationships and co-operative systems in school, family and community have long been traditions for all local schools in Korea, but it was not until the mid-1950s that these traditions began to be implemented in school fields. In 1960s, the establishment of community schools was adopted by the Ministry of Education as an educational promotion guideline, but the guideline was led by the government rather than the private side. Educational activities on the private side, which began in the late 1960s when the Korean Association For Community School Movement was established, have since been subservient to governmental activities.

Community school activities, on one hand, through opening schools to community residents and having them participate in school activities, have contributed to supplementing school education, and on the other hand, have enabled community residents to experience development by themselves, by participating in social education and solving community problems.

4. Utilisation of Community Resources & Operation of School Programs

Community resources are largely classified as human resources and material resources. The former includes community leaders, professionals, industrialists, administrators, and educators, and the latter comprises public offices, community centres, athletic facilities, cultural facilities, and libraries, which can be used for educational purposes.

Utilisation of community resources is very important for both community and school. Schools can benefit from using these resources as supplementary educational resources. Community, on the other hand, can enhance its effective use of its resources. For this, measures are needed to set up data of the human and material resources of the community, which should be available both to community and school.

When development of community human resources and their participation in school operation are successful, co-operation between school and community will be automatically accomplished. From the school's viewpoint, most of the community human resources are students' parents, and their active participation will result in an active utilisation of community facilities.

Success in development and utilisation of community resources, therefore, depends on proper organisation of parents' associations, their members' current understanding of education, and the associations' democratic operation. Presently in most schools, parents' associations are planning and carrying out various projects such as financial supports for schools, educational services, school-community liaison programs, etc. There are, of course, many differences in each school's operating programs, according to each association's organisation and capability. The programs that have been carried out by schools, apart from regular education, are as below.

Programs for mothers

- parental education, etiquette education, counselling training, writing skills, reading forum, literacy program, newspaper study group, etc.

Programs for the old

- traditional classes taught by the old: traditional dress making, traditional table setting, traditional food cooking, Chinese characters lesson, etc.
- classes given to the old: health care for the aged, gateball game, etc.
- service program: traffic guidance for school children

Programs for school children

- computer training, orienteering, etiquette lesson, paper folding, go class, traffic education, calligraphy class, father-son camping, etc.

Programs for juveniles

- youth forum, teenager basketball game, visiting historical places, youth health care, etc.

Programs for community spirit

- community residents festival, teachers-parents athletic meeting, family photo contest, home collection exhibit, etc.

Programs to solve community problems

- environmental pollution prevention programs: low-pollution soap making, recycling exhibit, nature preservation photo exhibit, etc.
- open forum for community problems

Programs to improve the school environment

- campaign for expulsion of ill environment around school, campaign for elimination of violence, removal of unsound posters , etc.

Service programs

- youth counselling, haircut service for the old, special classes for retarded children, supporting juvenile heads of families, orphanage visit, school library arranging service, helping teachers with children's physical check, teaching assistant service, school flowerbed well-keeping, etc.

5. Problems of School-Family-Community Liaisons and Their Countermeasures

As briefly described above, community educational programs in Korea have been planned and carried out by individual schools, on the basis of parents' needs and the administrators' personal philosophies. Such programs have been run mostly by elementary schools in co-operation with the community, but there are very little of such programs running in middle- and high- schools, since in these schools the curricula have been centred on entrance qualifications to higher institutes.

A discussion on the problems of the elementary school-centred community educational programs and their possible countermeasures is as followed.

1) Development and utilisation of community resources

In order that a community's development and utilisation of resources might be efficient, the school must play a major role. For this goal, the most important methods are to encourage community residents, especially parents, to actively participate in this movement, supported by various PR strategies. Most Korean parents tend to feel themselves like 'sorry debtors' to the school system, and therefore refrain from participating in school activities. To change their preconceptions is necessary.

development of community human resources

- publicity through community education seminars and guidance letters to parents.
- role recognition through community problems open forums. — active participation of community human resources
- as a member of school operation committee, have them participate in policy decision.
- operation of community school programs according to needs of community residents.

2) Maximisation of school facility utilisation

No less important than the utilisation of community facilities is the maximum utilisation of school facilities. The number of elementary school students in agricultural areas is constantly decreasing, causing idle facilities to increase. In addition, most newly-built school facilities are far better-equipped than community facilities. It is recommended, therefore, that school authorities provide in school facilities spaces for resident participation, so that community members use these spaces for various programs and meetings.

- understanding of availability of school facilities as adult education facilities.
- utilisation of idle facilities as community facilities. — provision of autonomous operating measures for idle facilities.

3) Encouragement of teacher participation

In the community school operation, teachers' participation is important. In Korea, thus far, the administrators have taken the entire responsibility for and right of school management, and teachers have had little opportunity to participate.

The curricula of teachers' colleges and universities, in addition, do not sufficiently cover the school's role expansion, or function of community schools, resulting in teachers' lack of understanding about community education. Since teachers should play a significant role in connecting school and community, however, there must be measures to encourage active participation of teachers.

- seminars for teachers to help comprehensive understanding of social education.
- appointment of teachers exclusively responsible for community education.
- operation of community education research committee centred around teachers.

4) Means of financial support

The Korean government, fully aware of the nation's poor educational conditions, is planning to reserve 5% of GNP for educational finances. But, it is still difficult to say these finances will primarily be invested to community education.

To ensure an epoch-making investment in community education, therefore, there is needed a constant effort to secure finances. In addition, there should be various efforts for finances, such as co-operative buying, fund-raising bazaars, and support society organisation. In order for these efforts to be operated satisfactorily, the co-operative relationship between school and community must precede, and then and only then will active operation of various programs to secure finances be possible.

5) Institutional devices

In order to activate the community education movement, the central as well as the municipal governments' supports are inevitable. Education reform projects, which are now being carried out by the Presidential Commission, stipulate that every school should establish its operation committee, and a fixed ratio of its members be community residents. This is to emphasise the role of community in school education, by shifting the responsibility for school operation from administrators to community members. Still, necessary is enactment of a more compulsory and comprehensive law, such as the 'Law of Social Education', and the second reform project suggests enactment of a more future-oriented and more universal law of social education. When the new social education law is enacted, therefore, it is expected to satisfy the needs for various social education systems.

In addition, municipal agencies such as community education conciliation commission are needed to be established and operated by municipalities. Such an agency must be able to integrate and manage all institutes and facilities in a relevant community, to strengthen their co-operation by efficient distribution of funds, and thus to encourage them to solve their own problems.

Presently, organisations such as the juvenile guidance committee and the school violence prevention counter plan committee are dealing with social problems, but they are still insufficient to assume a comprehensive role in solving community problems.

6) Development of community education programs

Though many programs are presently being offered by various institutes in the community, these programs are operated on a profit-making or benevolent basis rather than on a comprehensive educational basis. To improve these conditions, the following should be considered. -- special community agencies to take exclusive responsibility for operating comprehensive educational programs.

- support to and training of program experts.
- program development on the basis of community residents' needs.
- enlargement of programs to encourage the potential of female and aged people.

The government is presently working on the development of social and vocational education programs which will use elementary and secondary schools, universities, and tele-education media. These programs are planned to be distributed and applied to every school.

6. Suggestion

As seen with the idea of life-long education, and as stated by education reform which is being driven on a pan-government level, the social education through the family-school-community liaison is expected to be even more strengthened.

Administrative and financial supports are necessary, for this goal, to enable schools to open for life-long education. And, to ensure the equal opportunity for social education, special care is needed for the economically, socially, and culturally underprivileged people.

To secure finances for all such activities, active measures to attract the government, individuals, and enterprises are needed to be sought. Although the problems of co-operation and relationships in the family, the school, and the community are so intermingled that they cannot be solved by a single sector's resolution, still, given the present situations in Korea, the approach to school-centered resolution is considered most desirable. Through parents' associations, the school can enhance parents' community awareness and thus increase their capability of social participation. This conversion of their view toward education and society, in turn, can lead to the social participation of community residents.

Thailand

A. The Development of the Formal Schooling System and Non-formal Education.

In the early days of Thai history, education primarily revolved around two institutions, one religious and the other royal. Buddhist monks gave basic education to boys in schools set up within the compound of monasteries, while children of the royal household and from families of the nobility were educated in order to serve in the court and govern in the provinces. Very few women were given an opportunity to attend school and to become literate. The mass of society was made up of farmers, who saw little need for literacy : village history, lore, and local philosophy were transmitted orally.

During the reign of King Rama V (1868-1910) there was increased recognition of the need for educated people to staff the growing bureaucracy. As a result, the Thai education system was modernised and made more accessible to the general public. This began with the 1898 education proclamation, which was strongly influenced by the British system and in which two educational paths were stipulated, the academic and the vocational. The influence of American and Japanese systems could be discerned in the education proclamation of 1902, which provided for higher education.

Formal Education

The first formal comprehensive education plan was introduced in 1932, the same year the monarchy became constitutional. This plan highlighted four years of elementary education and eight years of secondary schooling. This system was further refined in 1936, when five levels of education were featured; pre-primary or kindergarten, primary, secondary, preuniversity, and higher education. The education plan of 1951 was noteworthy in that it facilitated special and adult education.

As part of the emphasis on national development since 1960, a major goal of the educational system has been to harmonise and comply with economic and political plans. The government faced the challenge of widespread illiteracy, as well as the massive task of training young men and women for the dynamic development process in the shortest time possible. Recently it has had to modify instruction to include the specialised skills required by industries such as computer science and environmental engineering together with new branches of medicine. The most recent changes were brought about by the educational plan of 1977, which calls for six years of compulsory primary schooling, three years of lower secondary schooling, and another three years of upper secondary education for those who plan to enter special occupations or a university. This system was launched in May 1978, beginning with the first grade at both the primary and secondary levels, and continued until the cycle of six grades at both levels was fully implemented in 1983.

Efforts to adapt to the development needs in technology and advanced agricultural methods now suggest a possible future system in which the six-year primary schooling will be extended to nine years, to be followed by three years of secondary education and four years of college or university.

Non-formal Education

Adult education was introduced in Thailand in 1940 as an attempt to educate those excluded from the school population. Educational programs emphasised both literacy (level 1-4) and vocational skills and can be found throughout the country.

Special training services are also provided for low-income groups in urban and rural areas, new labour market entrants, the unemployed, and certain categories of people such as ex-convicts, homeless, and sexually exploited persons who require skills to make them active contributors to society.

Meaning and Goal of Adult/Non-Formal Education in Thailand

Adult/Non-Formal Education in Thailand is as education provided for out of school population of all ages. However, disadvantaged adult groups in the central part of Thailand get the benefit of Adult/Non-Formal Educational activities more than the others. The social development and purpose of Adult/Non-Formal Education emphasises on economic and literacy policies. The social development and purpose of Adult/Non-Formal Education. Although most government organisations provide Adult/Non-Formal Educational programmes for their people, the department of Non-Formal Education within the Ministry of Education plays a major role in Adult/Non-Formal Education.

In the past, temples played a major role in education. Since the Ministry of Education had been established in 1891. Thai people were able to see the difference between Adult and Non-Formal Education it become more obvious in 1938 when the Division of Adult Education was established under the department of General Education, Ministry of Education. The target population were those over the age of 15 years. Since the introduction of the life-long education philosophy in Thailand in 1978, Adult education has been expanded to population of all ages. The term "Non-Formal Education" was also introduced into Thailand around that year. When the task of the Division of Adult Education was expanded to the department level in 1979, it was widely accepted. It has also brought about a name change from the Division of Adult Education to the Department of Non-Formal Education.

The original aims of adult education in Thailand were to decrease illiteracy and to induce better understanding about the roles of an individual under democratic rule. These aims were later to include promoting vocational training, spending spare time productively, and promoting better living conditions of the Thai people. The educational programmes, previously limited to learners over the age of 15, were modified. The scope of Adult/Non-Formal Education as been extended to out -of-school population of all ages. The scope of Adult/Non-Formal Education as been extended to out -of-school population of all ages

Formal Schooling System

At the pre-primary level, the structure of school system (refer to Annex 1) is flexible, i.e., one year for pre-primary of two years for kindergarten. Approximate age of entry is 3-4 years old.

Secondary education is divided into two levels : lower secondary and upper secondary education, each of which requires three years to complete. At the upper secondary level, a student may choose academic oriented, or vocation-oriented program, suitable to his aptitude and interest. A student may leave school system, if he so desires, after completing grade nine at the lower secondary level, and grade twelve at the upper secondary level.

The school system at higher education is arranged in various forms. In general, upper secondary school graduates can pursue their higher education by taking entrance examination. General university programs take four years to complete.

There are several other specific school systems modified to suit particular purposes of training, e.g., teacher training, nursing, physical education, technical education, music and drama, and military and police.

School Curriculum

The Curriculum and Instruction Development Department is responsible for the curriculum development, preparation of textbooks, supplementary readers and material, guidance assessment and testing, and educational research and development.

The new curricula at both primary and secondary levels were launched in 1978. According to the implementation plan, these new curricula were implemented grade by grade, beginning with the primary grade 1, and secondary grade 1 in 1978. The new curricula are based on the new schooling system which is the so-called 6-3-3, that is, 6 grades for the primary level, 3 grades for the lower secondary and 3 grades for the upper secondary levels.

Certain parts of curriculum development activities are decentralised to regional levels, such as the materials development in vocational subjects at the secondary level, and in life-experience area at the primary level. The rationale behind this is that these two subject areas should be in accord with local needs.

There is remarkable flexibility in the content of the revised curricular, which can be seen in some 60 percent of the instruction time devoted to elective subjects. There is a large variety of electives with relatively few restrictions. Another highlight in the curricular concerns practical subjects constitute a considerable portion (1/3) of the compulsory part of the curriculum under the heading foundation of vocational education. As the large variety of elective subjects in the curriculum risk leading to small classes, which are uneconomical to run, schools offer pre-structured programmes with fixed major and minor electives in accordance with the type, size and level of their facilities and the availability of teaching staff.

Subjects in the revised curriculum are grouped into four areas, namely : basic skills (Thai, mathematics); life experience (science, social studies, health); character development (ethics, morals, art, music, physical education); work orientation (industrial arts, home, economics, agriculture, labour legislature).

Administrative Structure

The major government and private organizations which are directly or indirectly involved in the development and implementation of education include the Ministry of Education, the Office of National Education Commission (ONEC), and the Ministry of University Affairs. They are entrusted with planning, administering, and co-ordinating the national education. Almost all formal and non-formal education is under the jurisdiction of the Ministry of Education. However, specialised schools such as the Border Patrol Police schools of the Police Department and schools operated by the Office of the Bangkok Metropolitan Education Commission are operated by departments within the Ministry of Interior. The Office of the National Primary Education Commission (ONPEC) handles the largest percentage (63.5 %) of students in the overall educational system. The remainder are the responsibility of the Private Education Commission (PEC) and the Department of General Education.

The office of the National Primary Education Commission is under the Ministry of Education. ONPEC is currently responsible for the provision of basic education at three levels : pre-school, primary and lower-secondary levels.

Pre-School Education

Pre-school education encourages the harmonious physical, emotional, intellectual and social development of children between the ages of three and six years to prepare them for primary education. There has been a marked development, both in terms of quality and quantity, of pre-school education since the first kindergarten was established in 1940. Although pre-school education is not compulsory, there is a growing demand for school places at the pre-school level. In response to this increasing demand, ONPEC has made pre-school education more widely available, mainly in rural areas.

There are two types of pre-school education available in state schools two-year kindergarten and one-year pre-school classes attached to primary school in rural areas. There is a strong tendency to extend the one year pre-school classes to two-year kindergarten nation-wide to provide better opportunities for children in rural areas. While a large number of private kindergarten, under the supervision of the office of Private Education Commission, are concentrated in Bangkok and other big cities.

Primary Education

Primary education aims to provide basic skills in reading, writing and arithmetic as well as an understanding of the world in children to enable them to live harmoniously and participate as active members in society.

The government provides six years of compulsory primary education for children between the ages of six and twelve years, from Grade 1 to Grade 6, though the school leaving age is fifteen, to allow for individual differences. Primary education is free in state schools. The government also provides free text-books and school uniform for needy children on a nation-wide scale.

The enrolment rate is around 95.5 - 97.5 percent of the school-age children and the drop-out rate is about one percent at the primary level.

Lower-Secondary Education

Since 1990, the government has undertaken the expansion of access of basic education nation-wide by offering opportunities for disadvantaged children in rural areas to continue their education at the lower-secondary level in ONPEC's primary schools free. When basic education expansion was first launched as a pilot project, only 119 ONPEC's schools were initially involved. The number of ONPEC's school that offer lower-secondary education was increased by approximately 1,000 each year. From 1994, there has been at least one ONPEC's school offering nine years of basic education in each school cluster.

The provision of lower-secondary education in primary schools in rural areas run by ONPEC is complementary to the provision of secondary education by the Department of General Education. They follow the same curriculum. However, in ONPEC 's schools, special emphasis is placed on vocational and technical skills at the lower-secondary level to prepare students for their future employment in appropriate fields.

As a result of the expansion of basic education, the transition rate from the primary level to the lower-secondary level has been significantly raised from 43.5 percent in 1990 to over 80 percent in 1995.

Since 1995 a special subject area has added to the standard course for Grade one pupils. This includes English and other work oriented subjects.

We also encourages primary school children to familiarise themselves with some vocational skills relevant to the demands of local communities for the benefit of their future employment.

Number Of School Children

The total number of school children under ONPEC is 6,569,856, (3,368,414 boys; 3,201,442 girls), of which 1,124,196 are pre-school children; (570,371 boys; 553,825 girls);

5,095,253 primary school children, (2,617,292 boys; 2,477,961 girls) and 350,407 lower-secondary school children, (180,751 boys ; 169,656 girls). (1994)

B. Roles And Functions Of Schools In Changing Society

In short , the roles and functions of the school for condition of the society changing :

1. The informal school aims develop people and prepare them to confront problems in the future effectively ,especially the global changes in high technology and environment.
2. The informal school prepares human resources and training for the industry.

while the responsibility of the non-formal institution are:

3. The personnel in the informal school and in non-formal institutions are part of committee in the sub-district council responsible for supporting, counselling and distributing information to the committees in local as well as planning, collecting data for human resource development and to solve the problems.
4. The non-formal institutions to have projects to increase the level of education as expected by the village leader. The sub-district committees are potential groups to develop education of primary school, secondary school and high school such as in reading, writing, listening for debating and analysing.
5. The non-formal institutions have the centre of learning for people such as the local library, the village newspaper reading centre (in this centre have the current information, books for learning and research). The non-formal institutions being install artificial satellites for education to cover the whole country and under the responsibility of the volunteer teachers.

C. Community Involvement In Education

Community involvement in education can be traced back to the early development of schools in Thailand. In those days a Buddhist temple used to be the centre of every village community where most of the community activities took place. An early form of school evolved within a temple compound with Buddhist monks as teachers receiving generous support from the community it served.

It was difficult to maintain the uniformity of these schools as they were individually run. The government thus intervened, placing the temple schools under the responsibility of the Ministry of Interior, since they were regarded as inseparable parts of the community. However, a number of problems concerning the educational standards of temple schools throughout the country finally led the government to transfer them all from the Ministry of Interior to the Ministry of Education, with the Office of the National Primary Education Commission (ONPEC) as the responsible agency in 1980.

It can be claimed therefore that state primary school are, fundamentally, community schools since their main target and concern is the community. According to the Thai Primary Education Act, all children between the ages of seven and fifteen must attend six years of compulsory primary education. There are now over 31,000 state primary schools throughout. Thailand, compared with only just over 2,000 state secondary schools.

ONPEC has four levels of administration: national, provincial, district and school-cluster levels, each of which is run by its own committee in order to fulfil the policy of administrative decentralisation. There are Primary Education Offices in all 76 provinces and 830 districts. The total number of school clusters is 4,234, each of which consists of five to seven schools in the same vicinity, grouped together of the purpose of sharing available resources, be it teaching personnel, educational facilities or materials, to improve the education quality of the schools in the cluster. ONPEC's administrative structure also facilitates the close relationship between primary schools and the community.

Types of Community Involvement

Community involvement can be classified into four types:

1. School Education Committees
2. Project-Oriented Involvement
3. Job-Oriented Involvement
4. Property, Equipment and Financial Donations

1. School Education Committees

This is a formal channel for community involvement in primary schools, where members of the community, may be selected to participate in school activities to improve the quality of education as well as the quality of life in the local community. A School Education Committee (SEC), is set up for each school according to the 982 Regulations of the local community nominated by the school Principal and approved by the Head of the District Primary Education.

The qualifications of the SEC members are loosely defined as follows : they must be interested in primary education and they must be of good character. The following categories of people are recommended for SEC membership: Heads of the village, religious leaders of the local community, local government officials, rural development volunteer leaders, local senior citizens. Parents of school children, school alumni and other respectable members of the community. They must not be SEC members of more than three schools at one time.

The SEC's responsibilities are as follows :

1. Render advice to the school on academic matters and activities relevant to the

local needs

2. Seek support and co-operation from the local community for school improvement.
3. Co-ordinate between the school and the local community to ensure that the school can contribute to the rural development process of the local community.
4. Form working groups to execute the tasks assigned by the SEC.

2. Project-Oriented Involvement

This refers to the community involvement in connection with ONPEC projects. There are various types of project currently in operation including pilot projects, short-term projects, long-term projects and continuing projects, such as the School Lunch Programme, the School Co-operative Project, the School Play-ground Construction Project and the Rain-water Container Project.

Parents of school children in a number of schools take part in the preparation of school lunches. In some schools they assist the school children in their vegetable growing and small-scale farming activities to obtain agricultural products for the preparation of school lunches as well as for sale at the school co-operative shops, which are run by the pupils. Their customers are parents and local people.

Certain local companies and organizations contribute to the construction of school playgrounds and rain-water containers. Some local farmers help provide necessary facilities and advice on farming and other agricultural activities.

The Education for Rural Development Project, which was set up in 1980 by consent of the Cabinet to establish primary schools as centres for rural development and information, involves task forces of four Ministries: the Ministry of Interior, Ministry of Agriculture, Ministry of Public Health and Ministry of Education. There are 16,000 primary schools participating in this project, each receiving initial seed money of 10,000 bahts for running mini-projects relevant to local needs and specialisation. These projects provide basic vocational and technical skills for pupils, enabling them to earn extra incomes to support their families. They receive a great deal of support from their local communities in terms of expertise, trainers and supervisors, especially in agriculture and cottage industries. The types of projects vary according to regions, for example, rubber plantations in the south; silk farming, weaving, and folk arts in the north and fish farming, chicken and pig farming in the north-east.

3. Job-Oriented Involvement

This type of community involvement refers to assistance provided by local factories or farms in training pupils basic skills relevant to local employment requirements. The school compounds are sometimes utilised for fish farming and chicken farming, assisted financially by local farmers. School children then learn basic farming techniques that will be useful for their future employment, and the school also benefits from the farming products.

Apart from training facilities, the local community also provides resource persons of specialised topics such as local farming, weaving, handicraft and other forms of folk arts.

4. Property, Equipment, and Financial Donations

It should be mentioned that a number of primary schools have acquired their land through generous property donations by the local people. It is not uncommon for the local community, when there is a good cause, to donate school buildings, equipment and materials to its local primary school for the long-term benefit of the community. This is probably the oldest form of community involvement that is still in practice. It also reflects the gratitude of the local community for education as the sacred source of the knowledge that brings success and prosperity.

In summary, the projects with strong community involvement are agriculture based and the likely participants are parents of school children, local farm and factory owners, local organizations as well as other interested local individuals.

Factors that enhance community development are as follows:

1. School administrators, principals and teachers;
2. School locations with good transport and water resources;
3. Schools with between 120 and 300 children;
4. Inspiration and commitment.

Factors that discourage community involvement :

1. Poverty;
2. School locations which are remote and lack water resources;
3. Schools with fewer than 100 or over 300 children;
4. Cultural differences among peopel in the community.

The role of community involvement in primary education will definitely increase as people become more aware of the importance of basic education and communication technology. The self-sufficiency of state primary schools is supported by the decentralisation policy of the administrative structure of ONPEC. This enables the school to relate more freely towards its local community to serve its need. As long as the school is viewed as part of the community, the success of community involvement is possible to achieve. It depends on the educational policy makers to keep the school at one with its community.

The learning resources and educational facilities with in communities are as follows:

Public library: Public library is the centre for providing the community with information, reading books to the people in support of their reading habit, their efforts to study by themselves and how to spend their spare time for useful purpose as well for recreation.

Some public libraries render their services by conducting book donation all year round and donated books to other libraries or reading centres. A provincial non-formal Educational centre is responsible to 2 types of public library. They are provincial public library and district public library. Every public library must conduct at least 3 activities as follows :

1. Community learning service centre.
2. Educational-Vocational counselling service centre.
3. Community information service centre.
4. Long Distance Education by Communication Satellite service centre.

Educational Media:

1. Text books & Instruction sheets
2. T.V. , Video, Satellites.
3. Exhibition.
4. Instruction-Demonstration.

The village newspapers reading centre: This centre is a place for accumulating information media of the village. It is built by the local inhabitants for the use of reading and resting place. Every reading centre is provided 2 daily newspapers per day by the Non-Formal Education Department. The committees of the reading centre is responsible to look after and develop the promise, the reading and resting service and monthly or yearly book donation.

At present, many of reading centre have been developed to become the centre for community education (Community learning centre) as the site for reading books, listening to radio broadcast-tape recorder, watching and taking part of Television-Communication Satellite Educational programme activities, learning from actual experience or Local wisdom in the area or conducting useful training activities that make villages the people of fine intellect and all have good quality of life.

Village Broadcasting Tower: The village broadcasting tower is a part of Community information centre. Its task is to be a sub-station of the government broadcasting station in declaring some important information for its inhabitants in every early morning and evening. Temple as a Centre for Training Activities. Temple in rural areas are appropriate for various training activities or educational services ,such as mini courses for monks, labours, farmers etc. At present, some Temple are responsible to manage a nursery school in its community.

D. Thailand Educational Reform

Partnership in Education

Partnership involving the willing and enthusiastic co-operation of all parities with a vested interest in education have become an essential ingredient in achieving effective and successful systems of education and schooling. Partnerships involve close association and collaboration with others. Partnerships in education, to be most effective, need to involve such groups as : government authorities, politicians, teachers and teacher associations, parents, the communities, employers, and the clients themselves.

With the world moving towards the age of globalisation, and Thailand moving towards industrialisation and internationalisation, it is no surprise that Thai society must change to meet there new demands. All institutions, whether economic, political, social, or educational, are reshaping their faces. For example, profound moves have been started to bring about political reform and to restructure the economy. New demands for new educational strategies have also been placed in the limelight.

Pinpointing education, the demand for change in profound. Reshaping certain areas may not be enough, the need grinds further, to the very roots of the educational system. Educational reform is required. Various groups are interested in educational reform, and ideas and opinions have sprouted according to the personal interest of each party. Therefore, the pathway to educational reform differs greatly in a number of aspects.

In evaluating recent approaches to Thai educational reform, four different approaches have emerged: the competitive approach, the consumer approach, the equality approach, and the local wisdom approach. These four approaches will be briefly discussed and examined following the four discussions.

The Competitive Approach:

This approach aims at utilising education as a mechanism that will mould Thai people and Thai society so Thailand will be able to compete on an international scale, particularly in economics and marketing. This approach is based on economic changes. Business is expanding overseas. As Thai companies and businesses must keep pace with the international business arena, the business-oriented individuals believe that education is the key to providing the knowledge and skills necessary for the competitive, international market. Therefore, education aimed solely at Thai people and Thai society is not sufficient. The idea, based on foreign language, particularly English, illustrates this point. The Competitive Approach advocates also emphasise the importance of understanding world-wide economic structures, computers and telecommunications. Supporters of this idea include : the National Economic and Social Development Board, the Thai Education in globalisation Age Project, supported by the Thai Farmers Bank, private universities, industrialists, and businessmen. Their stand is frequently highlighted in major business newspapers.

The Consumer Approach

This approach is also advocated by businessmen and industrialists. However, Consumer Approach supporters and usually businessmen who conduct their operations here in Thailand, or they pose as middlemen during business negotiations.

Due to all forms of industrial expansion, whether in chemical industries or the agricultural sector, new factories demand more workers who possess a certain level of qualifications and skill. The educational system does not shape individuals to meet these needed standard. Therefore, schools and other academic institutions have the duty of supplying the labour market with skilled individuals. It has been proposed that private institutions and individuals outside the educational sector should carry some weight in deciding upon the educational programmes. This approach can also be labelled the "made to order" educational framework'

Equality Approach

It can be said that this approach is a counter approach to the two previously mentioned ones. This is due to the fact that over the past 30 to 40 years, the development of Thai society has also created many problems in society and the educational system. It has caused a series of social inequalities. The most prominent is the widening gap between the rich and the poor. The rich have better access and receive quality education while the poor receive less. Much support has been given to schools in major cities, but those in the rural areas have been neglected, which causes an even greater discrepancy between the two groups.

As Thailand is taking new strides in industrialisation, a new social group has appeared, comprising of the socially deprived and the rural poor. The homeless and beggars are included in this group.

Understanding, learning, and supporting programmes for deprived children, which strive to give equal learning opportunities is the root of this approach. Moreover, setting up a budget to bring in quality resources is also needed.

Local Wisdom Approach

The Local Wisdom approach views present day education in Thailand as following western footsteps. It lacked its own unique philosophy and work that is applicable to the Thai way of life. Therefore, the Local Wisdom approach advocates believe the educational system does not conform to the Thai public. Furthermore, they believe that this foreign system also has detrimental aspects that can affect Thai society as well. Thailand is already a cradle for its own wisdom, Therefore, the Local Wisdom approach has spread widely among sociologists and educationists.

Limit of educational reform approaches

The four approaches that dominate educational reform have all come about to solve social and educational problems that face Thailand today. Although the approaches are invaluable, they still have their limitations.

The first challenge that emerges is that the proposed means of reform do not encompass the entire population. Each approach has a particular target group in mind. Therefore, if the approach is to be implemented, only a few groups would directly benefit from the reform. It doubly emphasises the problem of only a small minority of people gaining access to education. For those supporting the competitive approach, the society will harvest only a small successful group; the remainder will most likely get lost somewhere in the rack. Moreover, we are consumers in the city, but what about the rural areas? We may try to assist deprived children, but the majority of the population will still want to benefit from reform too.

The second limit is that the reform does not take into account the emotional or personal aspects of a human-being, it is targeted only at demands. Therefore, the reform is based on the value of material goods as opposed to the fulfilment that a human being receives from helping another human being.

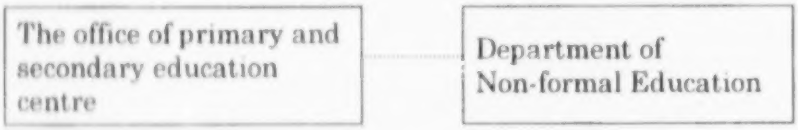
The third challenge is that the reforms themselves may indirectly trigger additional social problems, which will continue in a vicious cycle. Basing educational reform on business and industry creates a win/lose system and selectivity. Many people are bound to fall off the tracks. The Equality Approach will hamper educational quality and potential and Local Wisdom does not deal with the globalisation trend that Thailand must adapt to.

It is important to note that all four reform approaches are temporary solutions, not long-term ones. Therefore, new paths leading to educational reform must be re-thought, re-focused and re-invented.

E. Linkage between Formal and Non-formal Education

The relationship between Formal education bodies and non-formal learning institutions can be present a brief view :

1. **In national level**


The office of primary and secondary education centre
Department of Non-formal Education

In this level is a Policy Co-ordinated. e.g.

- Curriculum

- Media, Satellite
- Long Distance Satellite

2. **In provincial level**

The office of Province's Primary and secondary education

Provincial Non-formal Education centre

In this level is a Planing and Activity relationship. e.g.

- Personal Training
- Local Curriculum development
- Media
- Monitoring and Evaluation

3. **In District level**

The office of District's Primary and secondary education

District Non-formal Education centre

In this level is Projects and Activity relationship. e.g.

- Target Group
- Resource
- Local Wisdom Development

4. **In Subdistrict level**

School

Learning Centre

F. A consideration of the issues and matters for consideration identified in General information paper.

1. Mechanisms and procedures to strengthen school and community partnerships.

1.1 Participation of Communities and schools in developing their activities.

1.2 Setting up "the sense of belonging" to villagers to be responsible to their own community school.

2. Required Conditions

Announcement of the community school member or school's reputation.

3. Promoting Actions

Agencies and others are participants in developing and promoting activities.

4. Partners in education/participatory action can be done to encourage greater "Openness" of schools' education system and bureaucracies for the participation of parents, communities and other local actors, new ideas and new ways of doing things, the adoption of more non-formal approaches to education, innovation, reform and change and to the flexibility and adaptability such change requires.

Annex 1: Structure of Present School System

Pre-primary Education	Primary Education	Secondary Education Lower	Secondary Education Upper	Higher Education Undergraduate	
				1 2 3 4	Teacher
				1 2	Training
				1 2 3 4 5 6	
Flexible	1 2 3 4 5 6	1 2 3	4 5 6	1 2 3 4 5	University
				1 2 3 4	
				1 2	
				1 2 3	Vocational/ Technical
			4 5 6	1 2 3 4	
			4 5 6	1 2 3 4 5	Military/Police
		1 2 3	4 5 6	1 2	Music Dramatic Arts
5	6 11	12 14	15 17	18 23	Approximate age

Remark: ☐ Terminal Grade